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DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 284 957 CE 046 087

Responding to Economic Dislocation. Assistance Programs for Unemployed Steelworkers and a Directory of District Programs.

United Steelworkers of America (AFL-CIO), Pittsburgh, Pa.

PUB DATE- 86

NOTE- 91p.; Prepared by the International Headquarters Task Force for Dislocated Worker Program Development; presented to the 23rd Constitutional Convention of the United Steelworkers of America.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - General (140) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adults; *Dislocated Workers; Employment Potential; *Employment Programs; Job Layoff; Job Search Methods; Job Skills; Labor Education; *Metal Industry; Outcomes of Education; *Outplacement Services (Employment); Postsecondary Education; Program Implementation; *Retraining; Structural Unemployment; Union Members; *Unions

IDENTIFIERS- *United Steelworkers of America

This report describes job training and placement programs offered by the United Steelworkers of America (USWA) for members dislocated by plant closings and job reductions. The first part of the booklet provides general information about the Steelworkers' worker assistance programs, including program summary, program principles, the comprehensive assistance center model, the project development process, the history and chronology of the union's approach, internal governance, union initiatives to develop its dislocated worker programs, and policy advocacy issues. The second part of the booklet is a directory of assistance programs for unemployed steelworkers operating in the various union districts. Each program description includes the director's name, local union number, steel company, center name and location, target population, dates of operation, Private Industry Council or other agencies involved, current status, funding and resources, project contact, USWA liaisons, USWA contact, program description, and program results. (KC)

ED 284 958 CE 046 540

Barbee, David E.
Methods of Providing Vocational Skills to Individuals with Low Literacy Levels: The U.S. Experience. Discussion Paper No. 1.

International Labour Office, Geneva (Switzerland).
REPORT NO.- ISBN-92-2-105781-X
PUB DATE- Oct 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Adult Vocational Education; *Developed Nations; Educational Technology; Employment Programs; Guidelines; *Illiteracy; *Job Training; *Program Development; Technological Advancement; *Vocational Education

This paper describes the U.S. experience in providing vocational training to the low-literate. Chapter I presents an overview of the problem. It discusses the changing nature of work, the workplace, the worker, and vocational training itself. Chapter II describes the U.S. experience in the training of low-literates. The approaches, methods, and techniques developed in the United States to train individuals with low literacy levels (ILLLs) are examined. They include the "functional context" approach to instruction (the most efficient and cost-effective method) and the "Comprehensive Competencies Program." The microcomputer, videodisc, and compact and optical discs are discussed in terms of their practical applications in the design, development, delivery, management, and evaluation of training programs. Chapter II proposes guidelines for the development of vocational training programs for the low-literate based on relevant U.S. experience. The guidelines will need to be adapted according to the varying conditions for literacy from country to country. Chapter IV presents six case studies that exemplify the U.S. experience in vocational training for individuals with low literacy levels. A developmental model of literacy and a bibliography are appended. (YLB)

ED 284 959 CE 046 679

State Requirements for Occupational and Professional Licensing and Continuing Education. Updating a 1980 Ohio Board of Regents Survey Report.

Ohio Continuing Higher Education Association.

PUB DATE- Mar 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accrediting Agencies; *Certification; *Licensing Examinations (Professions); Occupational Tests; Postsecondary Education; *Professional Continuing Education; Professional Education; *State Licensing Boards; *State Standards
IDENTIFIERS- *Ohio; United States

This guide (which updates an earlier publication) provides information on Ohio's requirements for licensing for major occupational and professional groups. Based on a survey of state licensing agencies, the report is divided into two sections. Section I summarizes the information provided by the agencies on their requirements. The information is organized by agency and specifies the occupations and professions licensed by each. For every occupation listed, information is included on basic legal and educational requirements for licensure and relicensure, and other licensing data. Section II outlines the continuing education requirements for the agencies surveyed that have such requirements. An appendix contains a chart listing requirements by state for continuing professional education in 16 fields. Two indexes are in included in the report. Index I is an alphabetical listing of the occupations and professions included in this survey. Index II lists the state licensing boards and agencies that oversee those areas. (KC)

ED 284 960 CE 046 680

Quality Assurance in Noncredit Continuing Education.

Ohio Continuing Higher Education Association.

PUB DATE- Mar 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Curriculum; *Continuing Education; Course Content; Educational Facilities; Educational Objectives; Educational Resources; *Noncredit Courses; Postsecondary Education; Program Administration; Program Evaluation; Self Evaluation (Groups); *State Standards; Student Recruitment; Teacher Role
IDENTIFIERS- *Ohio

This booklet contains the Quality Standards for Noncredit Continuing Education Programs developed by a task force sponsored by the Ohio Board of Regents. The task force included continuing educators from Ohio's colleges and universities as well as educators from related areas, including vocational education and private industry. (These standards were endorsed by the Ohio Board of Regents in 1984 as the nation's first statewide standards for noncredit continuing education.) The Standards for Noncredit Programs were developed to serve the following purposes: (1) to provide institutions with a basis for self-study and assessment; (2) to enable collegiate continuing education organizations to identify themselves as having met professionally accepted standards; (3) to serve as a foundation for the continuing development of noncredit program standards and processes for quality assurance; and (4) to provide criteria by which the public can identify quality noncredit programs. The standards are presented in two parts. In Part I, seven categories of standards are defined. These standards cover mission (goals, objectives, functions), organization/administration/personnel, instructional personnel, resources and facilities, educational offerings, recruitment/admissions/student services, and program evaluation. In Part II, questions for self-study are presented in each of the seven categories. (These questions are not meant to be exhaustive; rather, they are intended to amplify and stimulate the self-study process.) (KC)

ED 284 961 CE 046 925

Anderson, Lowell D.

The Status of Vocational Trade and Technical Teacher Education Departments in Selected States.

PUB DATE- Dec 86
NOTE- 27p.; Paper presented at the American Vocational Convention (Atlanta, GA, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Trends; *Faculty Mobility; Postsecondary Education; *Schools of Education; *Teacher Education; *Teacher Educators; Technical Education; Trade and Industrial Education; *Trade and Industrial Teachers; Trend Analysis; Vocational Education
IDENTIFIERS- Alabama; California; Florida; Illinois; Minnesota; New York; Ohio; Oklahoma; Pennsylvania; Texas

A review of the status of vocational trade and industry (T&I) teacher education departments from 1969 through 1986 was designed to determine trends that have affected teacher education. Information reported in the Industrial Teacher Education Directory was reviewed in five intervals of 3 years each. Considerable change was evident in the 10 states selected as representative of trends: Alabama, California, Florida, Illinois, Minnesota, New York, Ohio, Oklahoma, Pennsylvania, and Texas. The number of Bachelor of Science degrees awarded peaked during school year 1978-79. The number of terminal degrees awarded did not reveal a trend but reflected an erratic pattern. Total number of faculty in rank peaked in 1975-76 and has slightly decreased through 1985-86. Total number of part-time faculty has decreased considerably. The number of research assistants and lecturers has continued to decrease over the 16-year period. The actual number of departments involved in vocational T&I teacher education has decreased. Apparently, the status of vocational T&I teacher education based on entries in the directory was in a general state of decline in the 10 states. (YLB)

ED 284 962 CE 047 612

Kerner, Claus, Ed.; Odenbrett, Glenn, Ed.
German-American Workshop on Adult Education with Target Groups = Deutsch-amerikanisches Doppelseminar zur Zielgruppenarbeit.
Deutscher Volkshochschul-Verband, Frankfurt (West Germany).
REPORT NO.- ISBN-3-88513-044-0
PUB DATE- 86
NOTE- 93p.; Published in the unnumbered monographic series entitled "Berichte--Materialien--Planungshilfen (BMP)."
LANGUAGE- English; German
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Programs; Comparative Education; Disabilities; Educational Policy; Educational Practices; Educational Trends; Foreign Countries; Higher Education; High School Equivalency Programs; Immigrants; *International Educational Exchange; Labor Education; Literacy Education; Older Adults; Postsecondary Education; Womens Education; Workshops
IDENTIFIERS- *Ohio (Cleveland); *West Germany

This collection includes eight papers (authored by Germans) on adult education programs in Cleveland, Ohio, and eight papers (authored by Americans) about adult education programs in the Federal Republic of Germany as well as German and English introductions to the collection. The following papers are included: "Neue Wege in der Internationalen Zusammenarbeit beim DVV: Deutsch-amerikanisches Doppelseminar uber Bildungsangebote fur besondere Zielgruppen (1983/1984)" (Kerner); "Adult Education with Target Groups. The Genesis and Realization of the DVV/AECGC Exchange" (Odenbrett, Pollock); "Eine Oase der Statistiker" (Teichmann); "The Second Chance. Der G.E.D. Test: Eine Prufung fur Leute zwischen 18 und 80 Jahren" (Adam); "Das Adult Family Life Program--ein Elternbildungsprojekt in Cleveland, Ohio" (Schiemann); "Weiterbildungsmassnahmen fur Frauen in Cleveland, Ohio" (Bittner); "Erwachsenenbildung in Cleveland, Ohio: Women Space" (Blasing); "Angebote fur Behinderte in Cleveland, Ohio" (Schiemann); "Einige Aspekte der Alfabetisierungsarbeit in Cleveland, Ohio" (Rippien); "Aspekte der Seniorenbildung in den Vereinigten Staaten von Amerika am Beispiel von Einrichtungen, Programmen und Aktivitaten in Cleveland, Ohio" (Putzar); "Comparisons of Adult Education Programs in the Federal Republic of Germany and the United States: An Overview" (Swanson); "Employment Policy and Worker Education in the Federal Republic of Germany and the United States" (Patterson); "Universities and Adult Education in the Federal Republic of Germany" (Schuttenberg); "Adult Education for Women in the Federal Republic of Germany and in the United States of America: An Overview" (Presley); "Approaches to the Integration of the Handicapped into Society: A Bi-national View" (Goffney); "Some Impressions of Adult Literacy and Adult Literacy Programs in the Federal Republic of Germany and the United States of America" (Rushin); "'The Third Life'--German Senior Citizens Living Longer and Better" (Botsch); and "Immigration Policy and Immigrant Education in the United States and the Federal Republic of Germany" (Odenbrett). (MN)

ED 284 963 CE 047 625

Food of Consuming Interest.

Saskatchewan Consumer and Commercial Affairs, Regina. Education and Communications Branch.

PUB DATE- 83
NOTE- 130p.
AVAILABLE FROM- Saskatchewan Consumer and Commercial Affairs, Box 3000, Regina, Saskatchewan S4P 3V7, Canada ($10.00).

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Consumer Education; *Food; *Foods Instruction; Foreign Countries; Grains (Food); *Home Economics; Meat; *Nutrition; Secondary Education
IDENTIFIERS- *Canada

This guide is intended for use in a consumer education course designed to teach consumers to get the most out of their dollar when shopping for and preparing food. The kit is divided into a series of sections containing activities and fact sheets that are designed to guide the consumer through a successful shopping trip. The following topics are covered: the business of food (procedures for completing a one-day food record; Canada's Food Guide; and penny pincher ideas for use in purchasing and preparing bread and cereal products, meat and fish products, meat alternatives, fruits and vegetables, milk and milk products, and convenience foods); things to consider before going to the store (shopping lists, some food for thought, ways of stretching one's meat dollar, and alternatives to meat); the grocery store game (label talk, the food label game, prices, examples of grading, grades for canned fruits and vegetables, brand names and labeling games, no-name brands versus brand names, and a case for comparison); techniques for analyzing purchases (becoming a market master and buying food); and more ingredients (too much sugar, information on additives, common food additives and their use, salt and health, breakfast cereals, ways to use leftovers, fast foods, and food advertisements). (MN)

ED 284 964 CE 047 673

Guiang, Alcestis M.

State of the Art of Technical Teacher Training. Philippines Country Paper.

PUB DATE- May 87
NOTE- 14p.; Paper presented at the Regional Workshop on Technical Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Organization; Educational Needs; Foreign Countries; *Inservice Teacher Education; Postsecondary Education; *Preservice Teacher Education; Program Implementation; Program Improvement; *Technical Education; *Vocational Education Teachers
IDENTIFIERS- *Philippines

This paper presents an overview of the needs of and training programs for vocational education teachers in the Philippines. Following a discussion of the need and rationale for and objectives of teacher training programs, the paper is organized in three sections. The first section describes the preservice technical teacher education system, examining the structure of the formal educational system, the teacher education program, and the crediting system. Inservice education programs are examined in the second section of the paper. Information is provided on the method of selecting and recruiting teaching staff, upgrading programs, and the Technical Vocational Education Project. The current status and targets for the future are discussed. In the last section, some problems perceived in technical teacher education are outlined. (KC)

Lacson, Jose D.
National Resource Center (NRC).
PUB DATE- May 87
NOTE- 16p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Centers; Developing Nations; Educational Facilities; *Educational Research; Educational Resources; Foreign Countries; Information Centers; Learning Resources Centers; *National Programs; Postsecondary Education; *Research and Development Centers; *Resource Centers; Shared Resources and Services; Teacher Education; *Vocational Education; Vocational Education Teachers

This paper presents (1) a case for the establishment of a national resource center in developing countries to train vocational trainers and to provide a place for further research in these areas and (2) guidelines for the development and operation of such a facility. The paper is organized in 12 sections. After three sections that establish a need for a national resource center, information on establishing and operating such a facility is provided in the following eight sections: (1) description of the Philippines National Resource Center; (2) users and target groups; (3) production of learning materials; (4) provision of consulting services; (5) the institutional framework of the center--options for establishing the center as a separate entity or as part of an attached agency; (6) management of a center, including budget, planning, staff, premises, and equipment; (7) international and regional cooperation; and (8) evaluation. The final section concludes the case for a center as needed for industrial development and states that a center should use the indigenous resources and existing facilities of each country to the maximum. (KC)

ED 284 966 CE 047 689

Lacson, Jose D.
Cost-Effective National Schemes.
PUB DATE- May 87
NOTE- 13p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Educational Facilities; Educational Needs; *Educational Planning; *Educational Research; Educational Resources; Foreign Countries; Information Centers; Instructional Materials; Material Development; *National Programs; Postsecondary Education; Program Development; Research and Development; *Research and Development Centers; *Resource Centers; Shared Resources and Services; Teacher Education; *Vocational Education; Vocational Education Teachers

Facilities and schemes for training and retraining vocational education teachers are needed in developed and developing countries, but such training must be cost-effective. Some characteristics of cost-effective schemes include the following: adaptability, coordination between various providers, good planning, and adequate financial support. Activities to be undertaken by the training scheme could include planning, research and development activities, monitoring and assessment, staff development, exchange of information, and establishment/improvement of trainer development facilities. A facility for coordinating and directing the research and training needs of vocational education in a country should be established. Such a national resource center could be patterned after the National Center for Research in Vocational Education in the United States. The role of a national resource center should be to (1) provide facilities and materials for trainers; (2) document and control training materials; (3) disseminate training information and materials; (4) establish and maintain an information network at the national, regional, and international levels; and (5) provide consultancy services. Resource centers can be established either as a separate entity or an addition to an existing institution. A governing body should be appointed and programs should be developed according to these guidelines: to access trainer development needs, to explore using existing facilities, and to plan on a national scale involving government and private industry. (KC)

ED 284 967 CE 047 922

Matulis, Janet K.; Hedges, Lowell E.
Perceptions of 4-H Alumni from Four Ohio Counties Concerning the Impact of 4-H on Their Career Development.
PUB DATE- Feb 85
NOTE- 5p.; Paper presented at the Central States Agricultural Education Research Conference (Chicago, IL, February 17-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Career Development; High Schools; *Participant Satisfaction; *Student Organizations; *Student Participation; Surveys; Vocational Education
IDENTIFIERS- *4 H Clubs; Ohio

A study ascertained the educational and occupational status of Ohio 4-H alumni and, in particular, their perceptions of the impact of 4-H on their career development. The population of the study was 883 Ohio 4-H alumni from Hancock, Darke, Portage, and Licking counties who were 17- and/or 18-year-old members as of January 1, 1977, through January 1, 1979. A proportionate, stratified random sample of 275 subjects was selected from this population. An instrument developed by the researcher consisted of perceptual items concerning the impact of 4-H on career development, 4-H involvement, and educational/employment characteristics. In general, results indicated alumni felt that 4-H had much impact on their self-awareness, particularly concerning interests and abilities. They perceived 4-H as having some impact on their career awareness, exploration, and selection. Greatest impact was attributed to 4-H in general career awareness, and least impact in more specific areas of career exploration and selection. Alumni felt that 4-H had much impact on the development of general work competencies, but very little impact on the development of competencies geared toward getting a job. (YLB)

ED 284 968 CE 047 923

Mikulecky, Larry; And Others

Training for Job Literacy Demands: What Research Applies to Practice.

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.

PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Needs; Educational Research; *Job Skills; *Job Training; *Literacy Education; Postsecondary Education; Problem Solving; Program Improvement; *Research Utilization; *Theory Practice Relationship

The demand for worker literacy is increasing in nearly every occupation, from entry-level blue collar to top professional and technical. The types of reading and writing required on the job differ considerably from the literacy activities required of students in schools. Most of the reading done in the workplace environment is done for the express purposes of doing, learning, and assessing, whereas most of the reading done by secondary students is done to obtain information needed to answer teachers' questions. Student-based theories of composition and useful reading comprehension must therefore be modified before they can be applied meaningfully to the special forms of workplace literacy. Various models have been developed to explain both the product and process of reading and writing (including schema theory, oracy and alternate systems, and metacognition). Schools generally use product theories, which cannot fully take into account the complexities of writing at work. One useful model that can be adapted to develop a job literacy problem-solving model is Flower and Hayes' Cognitive Process Theory of Writing. According to the model, writers anticipate their audience and define their purpose, generate the ideas they need to convey, organize their ideas, translate them into a form that will be useful to others, review and evaluate them, and eventually revise them. (Three examples of the operation of the job literacy problem-solving model and a bibliography are provided.) (MN)

ED 284 969 CE 047 926

Hawkins, Joellen W.
The Historical Evolution of Theories and Conceptual Models for
Nursing.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *History; *Models; *Nursing; Nursing Education;
Postsecondary Education; *Theories

The development of nursing models can be traced to the inception of nursing as a profession. Florence Nightingale laid the foundation for current nursing practice and differentiated nursing from medicine. The late 19th and early 20th centuries contributed a number of important nurse theorists, better known for other contributions to the neophyte profession. Clara Weeks-Shaw, Isabel Hampton Robb, Bertha Harmer, Lavinia Dock and Isabel Stewart, and Hester Frederick and Ethel Northam wrote nursing texts as well as described nursing models. Theorists of the post-World War II period defined nursing through theories of interpersonal relationships. They included Hildegard Peplau, Faye Abdellah, and Bertha Harmer and Virginia Henderson. In 1961, Ida Jean Orlando proposed that nurses use all senses in the nursing process. Ernestine Wiedenbach conceptualized nursing as having four components: philosophy, purpose, practice, and art. Myra Estrin Levine used a deductive approach to develop her theory. Joyce Travelbee's was an interactional model. Lydia E. Hall developed a model of three overlapping circles. In 1968, Dorothy Johnson presented a conceptual model for practice. Martha Rogers, Betty Neuman, and Dorothea Orem have for over a decade continued to shape, change, and rethink their work, each moving to a current conceptual model now in use. (YLB)

ED 284 970 CE 047 941

Eichner, Barbara G.
The Relationship of Family Strength to Self-Esteem, Locus of Control, Type of Family and Spousal Support for Adult Women Participants in Extension-Sponsored Leadership Training.
PUB DATE- May 87
NOTE- 6p.; Paper presented at the "Change: Implications for Adult Learning" Conference (Regina, Saskatchewan, May 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Extension Education; *Family Characteristics; Family Influence; Family Life; Family Problems; Family Programs; Females; Group Unity; *Leadership Training; Locus of Control; Outcomes of Education; *Personality Traits; Postsecondary Education; Program Attitudes; *Program Development; Self Concept; Self Esteem; *Womens Education
IDENTIFIERS- Alaska; *Cooperative Extension Service

A study was conducted to explore whether the methods employed by the Cooperative Extension Service in its dissemination of practical skills and knowledge are of help to today's families. In order to examine these factors, two leadership programs for women sponsored by the Cooperative Extension Service in Alaska were studied. One group, the Extension Homemakers, has family at its core and a secondary emphasis on leadership and public policy studies. The second group, the Family-Community-Leadership program (FCL), has leadership and public policy at its core with a secondary emphasis on family. These two programs were selected because of the potential stress that leadership development may place on women and their families. The study examined the presence of family strengths as perceived by the program participants in comparison to the length of time and intensity of involvement in the program. Using standardized tests, four independent variables were also examined for their relationship to both family strength and program involvement. Those items were self-esteem, locus of control, spousal support, and type of family. The findings of this research were different than what was expected. Family strength was statistically the same for both groups but higher than the national norm. Self-esteem for both groups was also statistically the same but lower than the national norm. FCL participants had greater internal locus of control, greater spousal support, and more egalitarian families than the homemakers, and vice versa. The duration and intensity of involvement in leadership programs had virtually no impact on the perception of family strength. At the same time, the cumulative effect of participation could be of major concern, and the study concluded that consideration should be given to influences on the family when Extension programs are planned. (KC)

ED 284 971 CE 047 944

Loch, John R.
OCHEA: Its Strengths and Its Questions.
PUB DATE- 16 Jul 87
NOTE- 13p.; Presidential address delivered at the Annual Conference of the Ohio Continuing Higher Education Association (5th, Perrysville, OH, July 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Nonprofit Organizations; *Organizational Climate; *Organizational Development; Organizational Effectiveness; *Organizational Objectives; Organizations (Groups); Planning; Postsecondary Education; *Professional Associations; *Professional Continuing Education; *Program Improvement; Resources
IDENTIFIERS- *Ohio Continuing Higher Education Association

The Ohio Continuing Higher Education Association (OCHEA) is becoming increasingly vital in Ohio, with a membership of more than half of the state's 140 colleges and universities, and the prospect of continued growth. New initiatives have been launched: the newsletter expansion, the issuance of the first OCHEA publication (covering state requirements for licensing), leadership conferences, and the complete revision of the constitution and by-laws. The association has experienced remarkable collegiality, and continued cooperation bodes well for the future. However, the future also poses questions, such as the following: (1) what is the relationship between the constituencies?; (2) how can the state be encouraged to adopt a policy on adult learning?; (3) what turf decisions are being made about continuing higher education in Ohio?; (4) should OCHEA share program resources as well as marketing?; (5) does OCHEA gain from the potential for linking, formally and informally, with other higher education-based associations?; (6) how does OCHEA relate to the research base of its colleges and universities?; and (7) what differentiates OCHEA from other providers? The answers to these questions must be found in the coming years if OCHEA is to remain viable. The association needs leaders to carry on the work. Each member must make a new commitment to carry on the work of OCHEA and higher continuing education in Ohio. (KC)

ED 284 972 CE 047 945

Faddis, Constance R.; And Others
Piloting a Job Club for College Students with Developmental Disabilities.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; *Developmental Disabilities; Employment Interviews; *Employment Programs; Job Application; *Job Search Methods; *Outcomes of Education; Pilot Projects; Postsecondary Education; *Program Effectiveness; *Program Implementation; Two Year Colleges
IDENTIFIERS- City Colleges of Chicago IL Chicago City Wide Coll

This pilot study demonstrates the applicability of the job club concept for adults with developmental disabilities who have completed a vocational training program at Chicago City-Wide College (CCC). The pilot project, which served 26 students, operated in a business-like atmosphere with rules such as those found in workplaces. The job club coordinator developed four modules for use with the club members, who met three times a week for two hours each day for eight weeks. Modules dealt with identifying skills, developing resumes, completing job applications, getting and doing well in job interviews, using telephone skills to make job queries, holding onto a job once hired, developing self-esteem and motivation, and dealing with problems. The modules drew from many commercial materials, of which nine titles are listed. The job club focused specifically on the employment goal of full-time, permanent, paid employment. In addition to the coordinator, a part-time job club coach was hired, and other part-time help was used for placement assistance. CCC used a pre/post assessment instrument based on student self-reports. The assessment showed an increase in knowledge in 18 of the instrument's 25 skill or knowledge areas following the job club experience. However, only 17 students completed all activities, and only four found full-time jobs; three became self-employed, and eight enrolled for further training. The outcomes indicate that the job club concept has merit, with adaptations, for helping some high-risk students with developmental disabilities find full-time, permanent jobs with good benefits. (KC)

ED 284 973 CE 047 946

Ashley, William L.; And Others
Quality Indicators for High-Technology Programs.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 87p.; Appendixes B and D contain small print.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Education Work Relationship; Guidelines; Program Administration; *Program Content; *Program Effectiveness; Program Evaluation; *Program Implementation; Relevance (Education); School Business Relationship; Standards; *Technological Advancement; Two Year Colleges

An investigation of quality indicators in high-technology programs in two-year postsecondary institutions explored three questions: the nature of high technology and its implications for educational practice; the essential components and features of a quality program; and the level of implementation of quality characteristics in exemplary programs. Conducted through surveys of over 140 educators and high technology industry representatives, the study resulted in identifying 46 practices that were judged as indicators of a quality program. A review of program practices reflected a high level of consistency between the perceived importance of these indicators and the extent of their implementation. Across 84 high-technology programs in 13 different technology areas in 25 different states, the following were judged as essential or very important elements: (1) technologically up-to-date faculty, equipment, and curriculum; (2) program content and practices relevant to work needs; (3) close attention to the needs of students; and (4) close cooperation between an educational institution and the related business/industry. (A profile of successful high-technology programs is offered in the report.) As a result of the project, a self-assessment process and supportive materials were developed and made available to the high-technology educational community. In addition to the study instruments, appendixes include a program listing, a table of indicator ratings by program area, and a program self-assessment form for participating faculty. (KC)

ED 284 974 CE 047 947

Friedenberg, Joan E.

The Condition of Vocational Education for Limited English-Proficient Persons in Selected Areas of the United States.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 134p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; *English (Second Language); *Limited English Speaking; Postsecondary Education; *Program Effectiveness; Program Implementation; *Program Improvement; Secondary Education; Second Language Instruction; Student Characteristics; Student Recruitment; *Vocational Education
IDENTIFIERS- California; Connecticut; Florida; Michigan; New Mexico; New York; Texas

This report examines the practices of vocational education programs that serve limited English-proficient (LEP) students without the benefit of federal bilingual vocational training funds. Visits were made to seven areas of the United States with large numbers of LEP persons: South Florida, Southern California, Connecticut, Metropolitan New York, Southeastern Michigan, Coastal Texas, and North Central New Mexico. Approximately two secondary, two adult or postsecondary, and one industry-based program were visited in each site; administrators, vocational teachers, English-as-a-second-language (ESL) teachers, counselors, job developers, and students were interviewed. The results of the research are presented in seven case studies as well as in cross-site summaries. Some of the findings are as follows: (1) improved assessment and record keeping techniques as well as consistent policies are needed to determine the degree of participation of LEP students in vocational education programs; (2) better information about vocational education needs to be disseminated to LEP students; (3) entrance testing and interviewing geared to LEP students are needed to ensure greater equity and access; (4) assessment instruments for LEP students should be more widely used; (5) there is a need for improved planning for LEP vocational students in some state departments of education, districts, and schools; (6) ESL teachers should receive more training and aides should be used; and (7) the most viable way to ensure that LEP vocational students are served effectively is to establish a nonexclusionary policy, develop a plan for implementing that policy, and provide a full-time person to execute that plan. Recommendations for improving the condition of vocational education for LEP students are made for various levels of government, educational agencies, and schools. The interview protocals used in the study are appended. (KC)

ED 284 975 CE 047 948

Crowe, Michael R.; Veach, June

Basic Skills Retention of Students in Selected Instructional Delivery Systems in an Urban Center.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 114p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Basic Skills; *College Preparation; Educational Research; Enrollment; *General Education; High Schools; *Retention (Psychology); Student Characteristics; Urban Areas; *Vocational Education
IDENTIFIERS- Comprehensive Tests of Basic Skills; National Assessment of Educational Progress

Student participation was examined in three educational programs and their corresponding environments or settings to determine the relationships between situational and demographic variables and basic skills learning and retention. Subjects were secondary students in four high schools and two career centers in a large midwestern urban center. At the beginning and end of the school year and again after summer recess, students were tested on two subtests of the Comprehensive Tests of Basic Skills (CTBS) and selected items from the National Assessment of Educational Progress (NAEP). In addition, trained observers conducted 360 1-hour observations during the course of the school year. The study methodology examined basic skills achievement as affected by three major sets of independent variables: educational program enrollment, learning environment characteristics, and personal characteristics. Overall, effects were more significant for the school-year learning interval than for the summer retention interval. The factors were not powerful in predicting learning retention. Students in educational programs that explicitly demanded reading and mathematics learning were more successful in acquiring basic skills. Vocational noncooperative students scored lower in mathematics and reading. Vocational students were apparently trading off basic skills achievement for occupational skills development. In the learning interval, independent variables that showed a relationship to basic skills achievement were articulation, task self-initiation, feedback, part-time work, attendance, and gender. In the retention interval, these independent variables showed a relationship: task initiation by others, race, and gender. (YLB)

ED 284 976 CE 047 949

Hollenbeck, Kevin M.; Dean, George D.
Understanding the Dynamics of Postsecondary Education: A Design Study. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 248p.; Small and/or smudged print may affect legibility of portions of appendixes.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; Case Studies; Community Colleges; *Data Collection; Delivery Systems; *Material Development; National Surveys; *Postsecondary Education; *Program Design; Questionnaires; *Research Methodology; Test Construction; Two Year Colleges; *Vocational Education

This report documents the activities of the first year of a two-year project to design and conduct a data collection effort focused on postsecondary occupational education delivery. Chapter 1 is an introduction. Chapter 2 contains a description of the key issues that will be addressed by the data collection effort and justification for narrowing the focus to two particular substantive areas--curriculum decision making and student motivation. In chapters 3 through 7 various aspects of the survey design are presented. Chapter 3 discusses the unit of analysis and definition of the universe of interest. It also documents the process whereby that universe was listed. Chapter 4 discusses the survey media to be used and the procedures that will be followed to obtain maximum response. The sampling plan comprises chapter 5, and chapter 6 considers the questionnaire development process. Chapter 6 discusses not only the processes that were followed to develop the study, but also the justification for each item from an analysis perspective. Chapter 7 discusses the data collection procedures to be followed. The universe list of institutions, the precise sample chosen, and the questionnaires are appended and comprise the greater part of the document. (YLB)

ED 284 977 CE 047 950

Ashmore, M. Catherine; And Others
Entrepreneurship as a Career Choice.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 307p.
GRANT- G008620030

LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Business Administration; *Career Choice; Curriculum Guides; Decision Making; *Entrepreneurship; Experiential Learning; Job Skills; Postsecondary Education; Secondary Education; *Vocational Aptitude; Vocational Education; *Vocational Interests

This curriculum guide is designed to provide some basic materials to assist in developing an introductory approach to entrepreneurship as a career option. Chapter 1 presents an overview of entrepreneurship education and possible teaching strategies, including a topical outline, resource suggestions, detailed descriptions of available curriculum materials, and a list of ideas that are helpful in planning infusion of entrepreneurship education into a vocational curriculum. Chapters 2 through 5 provide learning activities designed as handouts for easy duplication in the classroom. They provide a variety of learning experiences related to becoming an entrepreneur in these areas: Can I be an entrepreneur?, What experiences have I had?, What type of business could I start?, and How can I prepare to be my own boss? Chapter 6 (more than half of the document) contains the stories of 50 young vocational education graduates who started a business of their own. They are grouped to correspond to the four areas of chapters 2-5. Each case study provides name of entrepreneur; business name, address, and phone; type of business; a narrative description; and case study questions and answers. (YLB)

ED 284 978 CE 047 951

Starr, Harold
Increasing Vocational Program Relevance: A Data-based Approach. Research and Development Series No. 264.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 120p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD264--$10.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Oriented Programs; *Data Analysis; Databases; *Data Interpretation; Evaluation Criteria; *Evaluation Methods; Microcomputers; Models; Needs Assessment; Norms; Outcomes of Education; Program Development; *Program Evaluation; Program Improvement; Relevance (Education); Secondary Education; Statewide Planning; *Statistical Analysis; *Vocational Education

This guide is intended for local- and state-level vocational education administrators, planners, and evaluators who are responsible for making program planning and evaluation findings and decisions geared toward increasing program relevance. The method differs from more traditional approaches in its heavy reliance upon the selection and application of quantitative as opposed to qualitative, judgmental, or intuitive data. Individuals using this evaluation method must (1) explicitly specify the relative importance they attribute to planning and evaluation components and to the kinds of data they select for use with the methodology and (2) value data quality. The introductory section of the guide includes an overview of the method, background information on the development of the method, and a description of the guide's intended audience. The second chapter covers design specifications, the procedures entailed in using the method (the information and data selection framework and the scoring and ranking processes used), and the role of the microcomputer in increasing the efficiency of the method's ranking process. The third section, which describes one example of implementation of the method, includes sections dealing with the following: site, ranking process, and grand labor market area context description (context for employment, employers' needs for workers, people's needs for jobs, and capacity to meet needs for training). Appendixes include examples of the following: information categories; performance indicators, measures, and scores; and databases and sources. (MN)

ED 284 979 CE 047 952

Campbell, Robert E.; Sechler, Judith A.
Adult Literacy: Programs and Practices. Research and Development Series No. 265A.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 107p.; For related documents, see CE 047 953-954.
CONTRACT- 300-83-0159
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD265A--$8.75).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Articulation (Education); Basic Skills; Case Studies; Educational Needs; Educational Practices; English (Second Language); Linking Agents; *Literacy Education; Postsecondary Education; *Prerequisites; Program Content; Remedial Instruction; Secondary Education; Student Evaluation; Two Year Colleges; *Vocational Education

A study was conducted to improve the link between basic skill instruction and entry into various vocational training programs. Data were collected from the following sources: current professional literature; developers and publishers of adult basic education (ABE) instructional materials; consultations with experts in the fields of adult literacy, ABE, and vocational education; national and regional conferences on adult and vocational education; and field visits to numerous educational institutions and agencies that provide ABE and vocational training. A considerable quantity and variety of commercial and noncommercial ABE and English as a second language (ESL) instructional materials were found to be available; however, very few materials for ABE in the vocational education context were found. The 132 basic skills identified by the study and validated by a panel of experts is divided among five areas: reading, mathematics, writing, listening and speaking. It was concluded that basic skills instruction intended to prepare adults for entry into vocational programs should be individualized, use performance-based processes, be geared toward student success, use pre- and posttests, be relevant, review and reinforce the skills that are taught, and address individual student learning styles. Given the range of learning needs that ABE and ESL students present and the limited funds available for purchasing materials, it was concluded that materials selected for purchase should be practical, methodologically sound, relevant to vocational training, well written, well designed, and people oriented. (A section containing recommendations geared specifically toward practitioners, researchers, and policymakers concludes the guide.) (MN)

ED 284 980 CE 047 953

Hull, William L.; Sechler, Judith A.

Adult Literacy: Skills for the American Work Force. Research and Development Series No. 265B.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 67p.; For related documents, see CE 047 952-954.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD265B--$7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; *Basic Skills; Educational Needs; Employment Potential; *Employment Qualifications; Entry Workers; *Illiteracy; Job Skills; Labor Force; Labor Needs; *Literacy Education; Promotion (Occupational); Vocational Education
IDENTIFIERS- *Job Related Literacy

A study examined the nature and extent of adult literacy needs in the American labor force. Data for the study were collected from a review of the literature, site visits to nine industry-based training programs, and consultation with a technical panel of experts. Input from company managers, instructors, and trainers familiar with the manufacturing sector indicated that higher-level skills are needed in today's work force than were needed five years ago. As more companies convert to more complex equipment, employee skills must be upgraded. Basic literacy skills were generally seen as prerequisites to the acquisition of more technical knowledge. Basic reading, writing, computation, listening, and thinking skills were seen as necessary prerequisites for successful job entry. Many of these same skills were also deemed necessary to job advancement in the manufacturing sector, and even more analytical (including reasoning and problem solving) and communication skills were considered necessary for advancement than were felt to be necessary for job entry. Pretechnical skills, such as knowledge of algebra and selected writing abilities, were also suggested as literacy needs by respondents from some high-technology companies. Vocational educators are in a position to help industrial trainers design and implement occupationally relevant literacy training in which higher-order literacy skills are taught in a systematic manner. (Appendixes include a generic list of basic skills required for entry into vocational training, the Center for Public Resources basic skills survey list, and descriptions of the six General Educational Development GED levels.) (MN)

ED 284 981 CE 047 954

Fields, Ernest L.; And Others

Adult Literacy: Industry-Based Training Programs. Research and Development Series No. 265C.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 54p.; For related documents, see CE 047 952-953.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD265C--$5.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Case Studies; *Corporate Education; Educational Practices; *Employment Practices; Labor Education; *Literacy Education; Postsecondary Education; *Program Content; Program Development; Program Effectiveness

Nine industry-based adult literacy programs across the country were studied to identify exemplary training programs and practices that business and industry trainers, planners, and policymakers and individuals in the public education sector alike could replicate in designing adult literacy programs. Training programs offered by the following organizations were among those studied: Onan Corporation, Minneapolis, Minnesota; Philadelphia Hospital and Health Care District 1199C; Planters Peanut Company, Suffolk, Virginia; Polaroid Corporation, Cambridge, Massachusetts; R.J. Reynolds Tobacco Company, Winston-Salem, North Carolina; Rockwell International, Denver, Colorado; and Texas Instruments, Inc., Austin, Texas. The programs studied could be classified as either (1) traditional programs that were viewed primarily as employee benefits or (2) instruments for achieving the company's advanced technology goals. Traditional programs were generally initiated during an era of company prosperity and security, whereas the "new" literacy skills programs were initiated during an era of foreign competition and rapid technological change. Reading and mathematics were the most frequent skills taught in the programs studied. In general, initial union resistance and supervisor indifference to the programs appeared to give way as the programs' benefits became apparent. Most of the programs examined offered on-site training, although several of the programs were collaborative ventures between the company and/or union and local educational institutions. (This report includes case studies of seven of the nine programs studied, a synthesis and a summary of the study findings, and a list of recommendations to help training planners and instructors meet employee's needs for literacy training. Each case study includes information on the program's history, basic skills requirements, structure, employee participation, instructional processes, and evaluation procedures and outcomes.) (MN)

ED 284 982 CE 047 955

Simms, Brian E.; And Others
Colleges with Fences: A Handbook for Improving Corrections Education Programs. Research and Development Series No. 266.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 93p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD266--$8.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Programs; *Correctional Education; Postsecondary Education; Program Development; *Program Evaluation; *Program Implementation; *Program Improvement; *Vocational Education

This handbook is intended to assist correctional educators in improving postsecondary vocational programs for incarcerated persons. The guide is based on a study of exemplary characteristics and practices of postsecondary vocational programs in minimum-, medium-, and maximum-security correctional institutions. The introductory section includes overviews of vocational education in a correctional setting and the project in which the handbook was developed. A chapter on the conceptual framework of correctional education examines the context for the delivery, the actual delivery, and the evaluation of postsecondary correctional vocational education. Strategies related to the national and state policy, local community, and institutional contexts are discussed in a chapter focusing on the context for delivery. A chapter devoted to delivery explains strategies related to inmate learner characteristics, supportive services, curriculum content, and instructional quality. The fifth chapter deals with strategies related to institution- and community-based evaluation. Appendixes

include lists of the following: the correctional departments, facilities, and educational programs contacted during the study; members of the study's technical panel; and exemplary characteristics of postsecondary correctional vocational education programs. An eight-page list of selected readings and a six-page reference list are also included. (MN)

ED 284 983 CE 047 956

Hull, William L.
Comprehensive Model for Planning and Evaluating Secondary Vocational Education Programs in Georgia.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 87
NOTE- 38p.
CONTRACT- 970785
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; *Models; Needs Assessment; Outcomes of Education; Program Development; *Program Evaluation; *Program Improvement; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Georgia

A comprehensive model for planning and evaluating secondary vocational education programs in Georgia was developed to assist the state's vocational supervisors and directors in planning and improving vocational programs so as to make them more effective in enhancing students' basic and employability skills. The model is based on the following assumptions: educators in local schools bear primary responsibility for program improvement; decisions to modify vocational programs should be data based and related to the goals of the local educational agency; the Georgia Department of Education has a mandated responsibility for compliance reviews; annual data from local schools provide an opportunity for continuous monitoring of quality indicators; and, once available, data on programs may be used for multiple purposes. The four major elements of the model are needs assessment, context review, process components, and product outcomes. These were chosen because they correspond approximately to the variable classes in the outcome index (employment context, educational process, outputs, outcomes, and benefits). This guide to using the model begins with a discussion of the objectives of the comprehensive planning model, the procedures followed in developing the model, and compliance expectations. Program planning and evaluation in Illinois, North Carolina, Ohio, and Oregon are discussed next. The third section describes the assumptions and elements of the model, and the final section examines the model's applications to vocational education (local program questions, implementation of the model, and planning and evaluation issues to be addressed in the future). (MN)

ED 284 984 CE 047 958

Genits, Joseph C.
Welding Course Curriculum.
Lehigh County Area Vocational-Technical School, Schnecksville, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 86
NOTE- 86p.; Job descriptions and cross-reference charts contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blueprints; *Equipment Utilization; Estimation (Mathematics); Hand Tools; Mathematics Skills; *Metals; *Metal Working; Supervisory Methods; *Trade and Industrial Education; *Welding

This guide is intended for use in helping students gain a fundamental background on the major aspects of the welding trade. The course emphasis is on mastery of the manipulative skills necessary to develop successful welding techniques and on acquisition of an understanding of the specialized tools and equipment used in welding. The first part discusses the course's philosophy and objectives, the personal and social traits that are essential for skilled workers, the content of the course, and entry- and advanced-level jobs to which the materials presented in the present course are relevant. The next section contains outlines for instructional units on the following topics: oxyacetylene welding and the cutting process; shielded metal arc welding; gas tungsten arc welding; gas metal arc welding; flux-coated arc welding; general equipment and tools used in a welding shop; special welding and cutting processes; techniques for inspecting and testing welds and welder procedures and qualifications; production, properties, and identification of metals; blueprint reading; application of practical mathematics skills in the work of a welder; and supervision, training, and estimation. Nine descriptions of welding jobs that have been taken from the "Dictionary of Occupational Titles" are provided. The final section consists of charts cross-referencing each of the tasks covered in the guide's 11 instructional units to the 9 welding jobs described. (MN)

ED 284 985 CE 047 961

Goff, S. Judith; And Others
Articulation Assistance for Columbus State Community College. Add-on Task #2: Pre-Tech for Allied Health. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Columbus State Community Coll., OH.
PUB DATE- 31 Aug 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; *Articulation (Education); *Community Colleges; Curriculum Development; Facility Requirements; *Medical Technologists; Postsecondary Education; *Pretechnology Programs; Program Development; *Science Curriculum; Secondary Education; Secondary School Science; Student Evaluation; Student Recruitment; Teacher Selection; Two Year Colleges

This guide is intended for use in helping high school and entry-level community college students in acquiring the practical science skills necessary to ensure successful completion of an associate-level allied health program. The guide was originally developed to provide an articulation model for high school students interested in entering the medical laboratory technology program at Columbus State Community College. Included in the guide are outlines for instructional units on the following topics: the practical sciences and health careers; science and the scientific method; basic laboratory procedures; measurement of matter; matter and energy; atomic structure; chemical formulas and bonding; water and organic compounds; basic chemical reactions; chemical solutions; acids and bases; acids and bases in solutions; structure and function of the cell; cellular activities; cell division; genetics; introduction to the human body; the framework of the human body; the human endocrine, reproductive, respiratory, cardiovascular, nervous, digestive, and excretory systems; interdependent systems of the body; and human relations in allied health and science careers. Recommendations for recruiting students, selecting instructors, planning programs, assessing and grading students, and selecting equipment and facilities are also provided. (MN)

ED 284 986 CE 047 962

Clark, Richard Warner; Smith, Keith L.
Burnout and Associated Factors among Administrators/Mid-Managers of the Cooperative Extension Service in the North Central Region. Summary of Research 46.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Administrators; Adults; *Burnout; Coping; Emotional Response; *Extension Education; *Job Satisfaction; *Morale; Stress Variables
IDENTIFIERS- *Cooperative Extension Service

A study was conducted to (1) determine the level of burnout, job satisfaction, personal strain, occupational stress, and personal coping resources of associate directors, assistant directors, and district supervisors of the Cooperative Extension Service in the North Central Region; (2) determine the extent of association between burnout and personal characteristics, job satisfaction, personal strain, occupational stress, and personal coping; and (3) determine if differences in levels of burnout existed among associate directors, assistant directors, and district supervisors. The population for the study consisted of 19 associate directors, 36 assistant directors, and 67 district supervisors in the Cooperative Extension Service located in the North Central Region who answered mailed questionnaires. Some of the findings and conclusions of the study are the following: (1) administrators/mid-managers who experienced higher levels of occupational stress tended to have higher levels of personal strain, whereas those who had high usage of personal coping strategies tended to have lower levels of stress and strain and ultimately less burnout; (2) approximately one-fifth of the administrators/mid-managers experienced high levels of burnout, and district supervisors and assistant directors had approximately the same level of emotional exhaustion and depersonalization; (3) approximately one-third of the associate directors scored high in the depersonalization category of burnout; (4) demographic variables had little relationship to the level of burnout; (5) the majority of administrators were satisfied with their jobs; and (6) the majority of administrators had low levels of occupational stress, although assistant directors had the most role overload. Recommendations were made to conduct workshops for administrators to make them aware of the problem of burnout and to suggest strategies for coping or job restructuring. (KC)

ED 284 987 CE 047 967

Woods, Nancy
Beginning a Literacy Program.
Metropolitan Pittsburgh Public Broadcasting, Inc., Pa.
PUB DATE- 87
NOTE- 27p.; Excerpted from "Project Literacy U.S. (PLUS) Information and Resources for Task Forces." Funded by the Hillman Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Needs; Fund Raising; Guidelines; *Literacy Education; Needs Assessment; Program Budgeting; *Program Development; *Reading Instruction; Student Recruitment; *Tutoring; Volunteers; Volunteer Training
IDENTIFIERS- Laubach Method

This booklet was developed to offer practical advice to those in charge of, or attempting to develop, a small literacy program. The guide is organized in nine narrative sections that provide information on the following topics: beginning a literacy program, assessing the need, program structure, building a program, financing a program, recruitment, promotion, training of volunteer tutors, and "horizons" (perspective on adult literacy programs). A bibliography and sample forms complete the booklet. (The guide is based on the experiences of the author as a director of literacy

services and a trainer of tutors in Pennsylvania.) (KC)

ED 284 988 CE 048 011

Sansregret, Marthe
A Rationale for Assessing Adults' Prior Learning.
PUB DATE- 87
NOTE- 19p.; Table contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Adult Learning; *Experiential Learning; *Informal Assessment; *Lifelong Learning; *Portfolios (Background Materials); Student Evaluation

A rationale for the recognition of prior learning is first based on the fact that learning experientially may be as necessary as learning through theory. One basis for the rationale is that adults in everyday life may have to acquire skills that belong to three domains: psychomotor, cognitive, and affective. Furthermore, the rationale supports the fact that recognizing adults' prior learning would enable adults to get a diploma that could bring opportunities for employment, promotion, and training. Adults would also be in a better position to give new directions to their lives. Academic institutions see for themselves the benefits in recognizing adults' prior learning. Institutions could maintain their role of assessors and guarantee the reliability and validity of assessment. By positioning people where they can maximize their potential, academic institutions make an important economic contribution through making a better use of monies available for education. Faculty are challenged and gain a renewed prestige when they become intellectual leaders and political and cultural consultants. This rationale is subject to the proper implementation of a program that includes students' careful preparation, done with the assistance of a counselor, and students' assessment, carried out by experts using the proper method. (YLB)

ED 284 989 CE 048 012

Hayes, Mike
Role Perceptions of the Cooperative Extension Service in Non-Metropolitan Counties as Perceived by County Extension Agents, Voluntary Association Members and Community Leaders.
PUB DATE- Mar 84
NOTE- 88p.; Master's Thesis, University of Georgia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Agency Role; Attitudes; *Community Attitudes; Community Leaders; County Programs; Extension Agents; Extension Education; Postsecondary Education; *Role Perception; Rural Education; *Rural Extension; Rural Nonfarm Residents; Volunteers
IDENTIFIERS- *Cooperative Extension Service; *Georgia (Harris County)

A study was conducted to measure the role perceptions of the Georgia Extension Service in rural counties as viewed by three relevant sample groups: members of voluntary associations, leaders of the Harris County community, and professional County Extension Service personnel serving rural counties. Mailed surveys were answered by 69 voluntary association members and 37 county extension agents from 15 randomly selected non-standard metropolitan area (NSMA) counties. Twenty-eight community leaders were interviewed. Data were examined by groups and compared, making some trends apparent: (1) there continues to be very strong support for Extension serving agricultural clientele from all three groups; (2) all three groups support a broad view of the Extension Service's role in NSMA counties; (3) county extension agents had a broader view of the role of the Extension Service in NSMAs in terms of the importance of various services for senior citizens, neighborhood beautification, and recreational services; (4) Harris County community leaders seemed to be less informed about all of the Cooperative Extension Service Programs, especially some of the nontraditional programs, and did not feel that the Extension Service should provide assistance in the area of leadership; and (5) all groups saw a need for the Extension Service to become more involved with the community resource development program area in nonmetropolitan counties. Recommendations were made for the Extension Service to continue to serve farmers, farm families, and homemakers in rural counties but to broaden its traditional role in the rural nonfarm counties to serve all types of client groups and to base programs on the needs of county residents. (KC)

ED 284 990 CE 048 013

Lackey, Alvin S.
Why Development Projects Don't Work as Planned: Pitfalls and "Solutions." Special Studies Series on Global Development No. 5.
World Academy of Development and Cooperation, College Park, MD.
PUB DATE- 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Community Development; Databases; *Developmental Programs; *Failure; Goal Orientation; Program Development; Program Evaluation; *Program Implementation; *Success

Although this paper identifies the various reasons for project failure, it also highlights the principles and practices related to project success. The paper attempts to strike a positive note concerning steps to take to increase the probability of successful project implementation and to suggest more realistic attitudes and expectations toward project outcomes. Various reasons for project failure are discussed within 10 separate but not necessarily mutually exclusive categories. The first category deals with the database on which projects are designed. Sections follow on assumptions, externalities, communication and miscommunication, time and cost estimates and predictions, variables, corruption, probabilities, evaluation and measurement, and bureaucratization and goal displacement. Because the categories overlap and are highly interrelated, they are treated as equal in their effect or explanatory force regarding project failure. A 66-item reference list concludes the document. (YLB)

ED 284 991 CE 048 015

Lackey, Alvin S.
Defining Development. C.R.R.S. Applied Series, Number 2. Special Issue. Development Praxis.
Guelph Univ. (Ontario).
PUB DATE- May 84
NOTE- 12p.; Document contains some broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adult Education; Community Development; *Definitions; *Development; *Economic Progress; Individual Development; Social Development

A sampling of definitions indicates a certain amount of ambiguity and confusion about development and how it differs from other concepts such as growth and change. Any attempt to clarify this concept should begin initially with identification of the essential meaning of the term and then consideration of its characteristics and how it differs from other related concepts. A possible definition is development as a self-generating process whereby human potentials and relationships are optimized for the purpose of satisfying needs within the context of changing belief and value systems of a cultural unit and the larger human community. Some implications of this definition of development should be noted. First, if development takes place within the context of changing belief and value systems, then one must know what these beliefs and values are and how they are changing. Second, for meaningful development to occur, it must be implemented with the full participation of the people at the local level. Third, development is not comparative except for cultural units that have similar belief and value systems. (YLB)

ED 284 992 CE 048 020

Kintgen-Andrews, Jean

Development of Affective Characteristics in Students in Vocational-Technical Nursing Programs.

PUB DATE- 2 Sep 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Assertiveness; *Attitude Change; *College Programs; *Nursing Education; *Personal Autonomy; Postsecondary Education; Student Attitudes; Two Year Colleges

A study was conducted to determine what progress is made by nursing students during their first two years of study in the development of affective characteristics closely associated with professional level practice. Two affective characteristics associated with professionalism were studied; autonomy and assertiveness. The Inner Directed Scale of Shostrom's Personal Orientation Inventory was selected to measure autonomy, and Gambrill's Assertion Inventory was selected to measure assertiveness. Study participants were students in a practical nursing degree program, students in the associate degree program (which served as the second year of the practical nursing program), and students at the sophomore level in a traditional baccalaureate nursing program. Approximately 30 practical nursing and associate degree students completed administrations of the two tests in fall and spring; 18 of the traditional degree sophomores completed two sittings of the two tests. The practical and associate program students tended to be older, were married and had children and prior work or college experience, whereas the traditional program students were younger and had less life and work experience. Testing results indicated significant gains in self-directedness for both the practical and associate degree groups. The baccalaureate students made higher independence-scale gains, although the difference was not significant. All three groups gained in assertiveness between the fall and the spring. The results of the study should be more fully investigated by planners of integrated curricula and considered when creating articulated programs. (KC)

ED 284 993 CE 048 023

An Extension Worker's Guide to Serving the Handicapped. Cooperative Extension Project for the Handicapped.

Utah State Univ., Logan. Cooperative Extension Service.

PUB DATE- 83
NOTE- 17p.
AVAILABLE FROM- Extension Publications Department, Eccles Conference Bldg., Room 108, Logan, UT 84322 ($.25).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Disabilities; *Extension Agents; *Extension Education; *Helping Relationship; *Referral; *Services

This booklet provides extension personnel with basic information on how to help handicapped individuals through referral to the appropriate service provider. A series of steps is suggested for locating help for a client when no appropriate service provider can be readily located. Lists are then presented of possible sources of help in these areas: counseling, vocational assistance, legal services, educational advice, recreational programs, and medical services and evaluations. Next are listed names and addresses of some national agencies and organizations that can provide information about their organizations and may have publications available. Six examples of cases encountered by extension agents are included. (YLB)

ED 284 994 CE 048 025

Barrett, John; Lavin, Don
The Industrial Work Model. A Guide for Developing Transitional and Supported Employment.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-73-9
PUB DATE- Feb 87
NOTE- 148p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; *Disabilities; Guidelines; *Job Training; Models; Program Administration; Program Budgeting; Program Content; Program Costs; Program Development; Program Implementation; *Sheltered Workshops; *Transitional Programs; *Work Experience Programs
IDENTIFIERS- Rise Incorporated; *Supported Work Programs

This guide is based on the principles and methods used at Rise, Incorporated, a sheltered workshop providing successful industry-integrated programs for handicapped persons. It is intended to serve as a model both for existing service providers who are interested in retooling their program in the direction of industrial work services and other organizations that may be planning those programs for the first time. The manual is organized in 10 chapters. The first chapter provides a background and rationale for the service model, and Chapter 2 defines the program. Setting up the program is the subject of Chapter 3; Chapter 4 focuses on marketing. Key administrative issues, such as type of work model and service delivery format, wages, production methods and quality, and contract development are discussed in Chapter 5. Funding is analyzed in Chapter 6; Chapter 7 introduces peripheral administrative issues. Chapter 8 comments on staffing, including the Rise staffing model. Service delivery strategies are the topic of Chapter 9, which examines both general program characteristics and specific Rise service modules. The final chapter summarizes the information presented in the earlier parts of the book. Materials are illustrated with examples, sample forms, and flowcharts. A 66-item reference list concludes the document. (KC)

ED 284 995 CE 048 027

Jones, Paul L.; And Others
Memphis-Project Literacy U.S. (M-PLUS) Reading Improvement Program. Report No. 87-1.
Memphis Literacy Coalition, TN.; Naval Technical Training Command, Millington, Tenn. Research Branch.
PUB DATE- Mar 87
NOTE- 20p.; For a related document, see CE 048 028.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; Literacy Education; Outcomes of Education; *Program Effectiveness; *Reading Improvement; *Reading Instruction; Teaching Methods
IDENTIFIERS- *Academic Remedial Training Program (Navy); *Project Literacy U S

A study sought to apply the Navy's Academic Remedial Training (ART) program to illiterate adults by concentrating on intensive reading instruction. Administrators from the City of Memphis selected 16 participants based on employee interest and need. They were primarily middle-aged, black males with four years of education who earned between $14,000 and $18,000 per year. The learners also brought a sense of past failure in school to their classes. The learners participated in the program for 10 days over a period of 2 weeks, spending the whole day in learning activities. The program used a diagnostic-prescriptive approach to reading instruction. Following testing, instructors used methods such as assisted reading, oral and silent reading, small group reading, and mini-lessons. Many reading skills were taught using the "Detecting the Sequence" materials from Barnell Loft, Ltd. and community-based materials such as newspapers. Five volunteers made up the staff; all were veteran teachers or Navy-trained instructors. Standardized instruments, interviews, questionnaires, and observation were used to evaluate the program. Some of the findings were that (1) learners had physiological disorders that interferred with learning; (2) the learners had a short attention span; (3) learning materials must be selected carefully; (4) instructional personnel must foster independence in learners; and (5) adult learners became mutually helpful, gained self-esteem, and expressed a desire for further education. The study concluded that the Reading Improvement Program can be adapted for older civilian learners and that further tests should be made. (KC)

ED 284 996 CE 048 028

Jones, Paul L.; Medley, Vickie

Memphis-Defense Logistics Agency Reading Improvement Program. Report No. 87-2.

Memphis Literacy Coalition, TN.; Naval Technical Training Command, Millington, Tenn. Research Branch.

PUB DATE- Jun 87

NOTE- 19p.; For a related document, see CE 048 027.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Adult Reading Programs; *Adult Students; Instructional Materials; *Literacy Education; *Outcomes of Education; *Program Effectiveness; *Reading Improvement; *Reading Instruction; Teaching Methods

IDENTIFIERS- Navy; *Project Literacy U S

A reading immersion program was conducted for 23 Memphis Defense Logistics Agency employees using the Navy Reading Improvement Program. Participants ranged in age from 30-71 and in schooling from 7 years of formal education to some college. Pretesting with the Gates-MacGinitie Reading Tests yielded scores ranging from 3.0 to 7.4 with a mean reading grade level of 4.9. Four experienced teachers were hired for the program. Participants were taught for full days for two weeks (10 days), in four instructional groups based on test scores. The program used a diagnostic-prescriptive approach to reading instruction. Instructional methods included individual assisted reading and silent reading, phonics analysis, small group oral reading, and completion of practice exercises. A variety of materials were used. Standardized instruments, questionnaires, and information sheets were used to evaluate the program. Some of the findings were as follows: (1) mean reading scores for the participants increased by 1.9 grade levels; (2) participants indicated a positive attitude toward education; (3) motivation to learn was improved when family and friends were involved in the reading program; (4) the literacy consciousness developed by some learners transferred from the classroom to the home and the workplace; (5) the teachers established an instructional climate that was conducive to learning; (6) adult learners must feel some input to the content/method of their learning; (7) diagnostic tests and years of formal schooling are not a good indicator of reading skill; and (8) the immersion reading program stimulated many to continue their learning. The study concluded that a reading immersion program can raise the reading level of adults and that it is appropriate for the workplace. (KC)

ED 284 997 CE 048 029

The 1986 GED Statistical Report.

American Council on Education, Washington, D.C. General Educational Development Testing Service.

PUB DATE- 86

NOTE- 32p.

AVAILABLE FROM- American Council on Education, GED Testing Service, One Dupont Circle, NW, Washington, DC 20036 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- Adult Education; *Credentials; *Equivalency Tests; *High School Equivalency Programs; High School Graduates; *Participant Characteristics; *Test Results; Tests

IDENTIFIERS- Canada; *General Educational Development Tests; United States

This report contains eight tables describing the use of the General Educational Development Tests (GED) in 1986 as well as comparative trends since 1949. The tables report statistics for the 50 states, U.S. territories, and the provinces of Canada. The tables report the following: (1) testing volumes by jurisdiction; (2) percent tested by age group; (3) testing by language (English, Spanish, French) and special edition (audiocassette, braille, large print); (4) highest grade completed; (5) additional data; (6) credentials issued, 1971-1986; (7) comparative testing data, 1949-1986; and (8) minimum score requirements. The report summary highlights some of the statistics. During 1986, 739,683 people (up 4 percent from 1985) took the GED tests, and 489,629 examinees earned scores that qualified them for an equivalency credential. The average age of the 1986 examinees was 26.5 years. More than 28 percent of the examinees were 19 years old or younger, 43 percent were between 20-29 years, 18 percent were 30-39, and 11 percent were over 40 years old. The examinees completed an average of 9.9 years of schooling, and more than half reported that they were planning to continue their education or training beyond the high school level. The six states testing the largest number of examinees were New York, Texas, California, Florida, Illinois, and Michigan. The report summary concludes that the GED testing program has enabled more than six million adults to obtain a high school equivalency credential since 1971, and that, annually, one of every seven high school diplomas in the United States is issued based on results from the GED Tests. (KC)

ED 284 998 CE 048 030

Recognition of Nontraditional Educational Experience. Guide to the Award of High School and Postsecondary Credit for Experiential Learning under the Job Training Partnership Act.

New York State Education Dept., Albany. Office for Policy Analysis.

PUB DATE- Jul 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Credits; Educational Policy; Evaluation Criteria; *Experiential Learning; High Schools; *Nontraditional Education; Policy Formation; Postsecondary Education; *Statewide Planning; *Student Certification; Student Evaluation
IDENTIFIERS- *Job Training Partnership Act 1982; *New York

This guide is intended to identify alternatives to the traditional school or college program for earning credit or credentials at the secondary and postsecondary levels, to present the policy of the New York State Board of Regents on the award of credit or credentials for nontraditional educational experiences, and to describe the benefits of nontraditional educational experiences to students, educational institutions, and communities. The first section discusses such policy issues as what qualifies as nontraditional learning; who can provide, recognize, and assess nontraditional educational experiences for credit or credentials; and who can establish criteria for awarding credit or credentials and the purposes for which they can be used. The second and third sections deal with secondary and postsecondary nontraditional educational programs that result in credit or credentials. Each section describes the scope of programs. In addition, the section on secondary programs discusses adolescent vocational exploration, cooperative occupational education, external high school diplomas, general work experience, high school equivalency through postsecondary credit or General Educational Development tests, and work experience and career exploration. The section on postsecondary programs discusses college-level examinations, college proficiency examinations, advanced placement of the College Board, defense activity for nontraditional education support, military service schools and occupational specialties, postsecondary cooperative education and programs that credit life experiences, and the Regents College degree program and examinations. (MN)

ED 284 999 CE 048 033

Tolbert, Charles M., II; Killian, Molly Sizer
Labor Market Areas for the United States.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES870721
PUB DATE- Aug 87
NOTE- 88p.; Document contains colored type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Cluster Analysis; Economic Factors; *Economics; Employees; *Labor Market; *Population Distribution; *Rural Areas; Social Characteristics; Vocational Education
IDENTIFIERS- Commuting Patterns; *Commuting Workers

This research report identifies labor market areas (LMAs) that can be used for statistical and planning purposes in research on rural America. It details the process by which the 382 LMAs were delineated, using commuting-to-work data from the 1980 Census. A rationale for identifying LMAs appears first. The next part describes the research procedures used. Factors influencing the selection of a source of commuting data are discussed. Sections that follow explain preliminary data processing and how the data were analyzed with a statistical algorithm known as hierarchical cluster analysis. Procedures used to interpret the cluster analysis results and delineate LMAs are then detailed. The final part presents some preliminary aggregate statistics to help introduce researchers to LMAs. They include their size, location, and a few of their social and economic characteristics. Appendixes, which amount to over one-half of the report, include labor market areas, codes, population, and labor force size; alphabetical listing of counties and codes; and maps of western, southern, north central, and northeastern labor market areas with LMA codes. (YLB)

Manchester, Alden
Developing an Integrated Information System for the Food Sector. Agricultural Economic Report No. 575.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 87
NOTE- 94p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; *Costs; *Economics; *Expenditures; *Food; *Information Systems; Vocational Education

This document proposes an information system for the food sector that integrates measures of prices, quantities, and values. It suggests that such an integrated information system provides more information about many developments in the food sector than a system that separately measures prices, quantities, or values. Concepts and approaches related to measuring food expenditures are discussed. Various analytical methods for measurement are then compared. They include value at retail store prices, commodity-flow method, measures of price, measures of quantity, and expenditures by food groups. The final section describes several analyses that can be conducted by using the measures discussed. These analyses are presented: sources of food, manufactured and fresh food, food purchasers, income and expenditures, outlets, productivity in food marketing, and marketing services. In addition to the 11 figures and 23 data tables within the text, 18 tables are appended. References and an explanation of the methodology are also appended. (YLB)

ED 285 001 CE 048 046

Kulich, Jindra
Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials 1983-1985. Monographs on Comparative and Area Studies in Adult Education.
British Columbia Univ., Vancouver. Centre for Continuing Education.; International Council for Adult Education, Toronto (Ontario).
REPORT NO.- ISBN-0-88843-135-X
PUB DATE- 87
NOTE- 154p.; For the 1980-82 edition, see ED 241 756.
AVAILABLE FROM- Centre for Continuing Education, University of British Columbia, Vancouver, BC, Canada V6T 2A4 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Education; Annotated Bibliographies; *Area Studies; *Comparative Education; Continuing Education; Conventional Instruction; Delivery Systems; Distance Education; Educational Cooperation; Educational History; Educational Legislation; Educational Objectives; *Educational Practices; Extension Education; Financial Support; *Foreign Countries; International Cooperation; Military Training; Nonformal Education; Religious Education; Rural Education; *School Districts; School Organization
IDENTIFIERS- *Europe

This bibliography, the fifth in a series covering monographs on comparative and area studies in adult education from 1945 to the present, covers the three-year period between 1983 and 1985. Annotations of 661 works dealing with Europe as a whole, Scandinavia, pre-1945 Germany, the Federal Republic of Germany, the German Democratic Republic, pre-1917 Russia, the USSR, and 22 other countries located on the continent of Europe. The annotations are arranged into sections by the area or country covered in them. Within the country sections, works are further subdivided by topic. The following are among the topics covered: bibliographies, directories, and dictionaries; general overviews, collections, and yearbooks; the history of adult education; comparative studies; biographies; legislation; finance of adult education; international organizations and cooperation; statewide adult education systems and organizations; adult educators and training; the theory of adult education; research in adult education; folk high schools, residential programs, university extension, night schools, adult education centers, and people's and workers' universities; palaces and houses of culture, voluntary associations, study circles, and discussion groups; correspondence study, distance education, and independent study; continuing education and retraining; postsecondary and higher education; rural adult education and agricultural extension; armed services education; and consumer, religious, physical, leisure, and preretirement education. Author

and subject indexes are provided. (MN)

ED 285 002 CE 048 047

Engineering Industry Training Board (EITB) Foundation Training. Unit 1.

Engineering Industry Training Board, London (England).

REPORT NO.- ISBN-0-85083-547-X
PUB DATE- 83
NOTE- 232p.; For unit 2, see CE 048 048.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Electricity; Electronics; *Engineering Drawing; Equipment Utilization; Fire Protection; Foreign Countries; Hand Tools; *Machine Tools; Measurement Techniques; Off the Job Training; Postsecondary Education; Records (Forms); Safety; *Sheet Metal Work; *Trade and Industrial Education; *Welding

This instructional unit deals with broadly based appreciation training in a range of skills that are appropriate to a wide sector of occupations, including engineering drawing, engineering materials, bench fitting, sheet metal work, turning, milling, welding, and electricity/electronics. The materials presented are intended for instructors and trainees to use as a reference work and self-teaching aid. The unit consists of an instructor guide booklet, two-part training guide, skill and training specification listing and checklist, booklet of trainee guide notes, off-the-job work record book, and work experience guide and log book. The two-part trainee guide contains instructional text covering the following topics: general safety; fire procedures; first aid; engineering drawings; care and use of measuring equipment; procedures in measuring and marking out; materials; hand tools; techniques in tapping and screwing; sheet metal work; techniques for joining, turning, and milling; oxyacetylene and manual metal arc welding, electricity, electrical conductors and wiring, solder, electronic components, and circuit boards. (MN)

Engineering Industry Training Board (EITB) Foundation Training. Unit 2.

Engineering Industry Training Board, London (England).

REPORT NO.- ISBN-0-85083-578-X
PUB DATE- 83
NOTE- 108p.; For unit 1, see CE 048 047.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electricity; Electronics; *Engineering Drawing; *Machine Tools; Off the Job Training; Postsecondary Education; Safety; *Sheet Metal Work; *Trade and Industrial Education; *Welding

This instructional unit deals with broadly based appreciation training in a range of skills that are appropriate to a wide sector of occupations, including safety, engineering drawing, engineering materials, bench fitting, sheet metal work, turning, milling, welding, and electricity/electronics. The materials presented are intended for instructors and trainees to use as a reference work and self-teaching aid. The unit includes instructional text on the following topics: engineering drawing; techniques of measuring and marking out; sheet metal work; procedures in milling, turning, and bench fitting; oxyacetylene welding; glass cutting; electrical wiring; and electronic wiring and assembly. Instructor guide notes and trainee guide notes are also included, as well as a skill and training specification checklist. (MN)

ED 285 004 CE 048 049

Copeland, Harlan G.; Barber, Shirley L.
Urban Extension. A Look to the Future. Report on Focus Group Sessions (St. Paul, Minnesota, January 22-February 6, 1987).
Minnesota Univ., St. Paul. Ramsey County Extension Service.
PUB DATE- Jul 87
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Consumer Education; County Programs; Educational Needs; Educational Trends; *Extension Education; Foods Instruction; *Futures (of Society); Home Economics; Home Study; Horticulture; Leadership Training; Nutrition Instruction; Outreach Programs; Postsecondary Education; *Program Improvement; Secondary Education; Staff Development; *Statewide Planning; Urban Areas; *Urban Education; Volunteers; Youth Clubs
IDENTIFIERS- 4 H Clubs; *Minnesota

Eight focus groups were interviewed to determine the current strengths and weaknesses of the Ramsey County Extension Service as well as the directions that the service should take in the future so as to meet the county's needs for extension education in urban and suburban settings. The focus groups included extension professionals and support staff, extension volunteers, current and potential users, and representatives of the county government and public and private agencies. The groups praised the extension service for its freedom from discrimination, good programs, good teaching methods, promptness in responding to user requests, up-to-date and informative materials, cross-cultural values, and opportunities for intergenerational learning. The groups suggested the following strategies for improving the program for the future: develop a marketing campaign to improve the program's image as an extension program for an urban county, open satellite offices in various locations to reach minority and inner-city residents, increase cooperative programming with area schools, place more emphasis on volunteer development and leadership development, redefine the clientele of the program's home study groups to focus primarily on middle- and retirement-aged homemakers, and develop programs focusing on urban families and youth. (Appendixes include explanations of the telephone and group interview procedures used during the study and a description of the membership of the individual study groups.) (MN)

Burghardt, F. F.
Can the Problem of Illiteracy Be Solved? A View Based on AVC Edmonton's Adult Basic Education Program.
PUB DATE- 4 May 87
NOTE- 21p.; Paper presented at the Conference on Change: Implications for Adult Learning (Regina, Saskatchewan, Canada, May 11-13, 1987). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adult Students; Educational Attainment; Enrollment Influences; Foreign Countries; *Literacy Education; *Outcomes of Education; Student Characteristics
IDENTIFIERS- *Alberta Vocational Centre (Edmonton); *Canada

An estimated 850,000 Canadian adults lack basic literacy skills. An examination of the profile and achievements of the students enrolled in the literacy education program at the Alberta Vocational Centre in Edmonton indicates that like the many other types in the broad range of adult literacy programs, the highly structured nature of the Edmonton program has made it attractive to a certain subset of the student population. Few of the Edmonton program's typical students (predominately older women with dependents) even achieve functional literacy (defined as ninth-grade equivalency). Twenty-five students enrolled in the program were surveyed to determine the reasons for this. Most of the students were not interested in literacy in and of itself; rather, they viewed literacy as a stepping stone. Most students wished to upgrade as quickly as possible and find employment. Their goal was not to achieve 12th- or even 9th-grade literacy. Perhaps because of their childhood experiences of how reading is learned, most of the students were quite stubborn in clinging to their ideas about vocabulary and phonetic theory, and most had only a vague understanding of what higher literacy skills are intended to achieve. This goes a long way toward explaining why the reading levels of students in the Edmonton program tend to rise a number of levels and then peak. It also reinforces the idea that adults who have learned to survive in a nonliterate world may be reluctant to leave it and may be content with limited gains. It should also be remembered that these gains may be all that can reasonably be expected and that they may in fact lay the foundation for future larger gains. (MN)

ED 285 006 CE 048 051

Skinkle, Rod
Evaluation of Kelsey Institute's Special Care Aide Program. Final Report.
Kelsey Inst. of Applied Arts and Sciences, Saskatoon (Saskatchewan).
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aging (Individuals); *Allied Health Occupations Education; Attitude Change; Comparative Analysis; Foreign Countries; *Inservice Education; Job Skills; *Nurses Aides; *Nursing Homes; *Program Effectiveness; *Staff Development; Work Attitudes
IDENTIFIERS- Saskatchewan

The Kelsey Special Care Aide inservice program is designed to educate special care aides in the skills and knowledge necessary to serve the residents of long-term care facilities. The Kelsey Institute evaluated its inservice program by administering a questionnaire to 41 aides from 8 institutions who graduated from the program and 45 aides from 8 institutions (randomly selected from throughout the province of Saskatchewan) who did not participate in the inservice program. The questionnaire assessed knowledge of course content and attitudes toward the care teams in which aides work and the elderly persons for whom they care. The responses to the questionnaire indicated that program graduates are more knowledgeable about the aging process, personal care skills, and the philosophy of long-term care. Program graduates were also more satisfied with the care teams in which they work. No significant differences between the two groups' attitudes toward aging were found, however. The following areas in need of improvement were also noted: inclusion of greater detail in some modules, greater emphasis on group learning and long-term care philosophy, development of material highlighting the need for positive feedback, consideration of possible ways to assist program implementers in the initial stages of the program, and development of a formalized method by which care teams could review and evaluate their own performance. The Special Care Aide Program Evaluation Questionnaire is appended. (MN)

ED 285 007 CE 048 066

Prescott, Carolyn; Thomson, Ron
Technicians for Intelligent Buildings. Final Report.
Austin Community Coll., Tex.; Center for Occupational Research and Development, Inc., Waco, Tex.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jul 87
NOTE- 143p.
GRANT- 87-1030-A-1
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Building Design; Building Innovation; *Building Operation; Buildings; Building Trades; *Computer Oriented Programs; Curriculum Development; *Educational Needs; Energy Management; Job Training; *Maintenance; Postsecondary Education; Repair; Technical Education; *Technical Occupations; Technological Advancement
IDENTIFIERS- *Intelligent Buildings; Texas

"Intelligent building" is a term that has been coined in recent years to describe buildings in which computer technology is intensely applied in two areas of building operations: control systems and shared tenant services. This two-part study provides an overview of the intelligent building industry and reports on issues related to the training of technicians who operate and maintain the systems in these buildings. Part 1, the industry overview, discusses the types of systems that are found in intelligent buildings; identifies industry trends, concerns, and conflicts; and provides information about the organizational structure and job functions of personnel who hold responsibilities for intelligent building systems. Part 2 describes a study that assessed the need for and the employability of technicians who have been specially trained to operate and maintain intelligent buildings. This study included an information search, a task analysis, and a Texas industry-wide survey of 138 building owners/managers, 94 plant and building engineers, and 97 controls vendors (averaging a 25 percent response). The study concluded that there is a need for intelligent building systems technicians who have been trained to operate and maintain automated building control systems. The final chapters of part 2 list tasks and competencies for such technicians and describe a proposed curriculum for training them. Appendixes include survey instruments, lists of organizations, and an annotated bibliography. (KC)

ED 285 008 CE 048 071

Implementing Competency-Based Education. A Resource Guide.

Texas State Technical Inst., Amarillo.

SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 87
NOTE- 502p.; Some charts contain small print.
GRANT- 87-1030-A-11
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; *Classroom Techniques; *Competency Based Education; Educational Resources; Postsecondary Education; Student Evaluation; *Task Analysis; *Teaching Methods; Technical Education; *Vocational Education

This guide is intended to assist vocational and technical education teachers in implementing competency-based vocational education programs. The first section discusses what competency-based education (CBE) is and is not, the varying degrees to which a course or program can be competency based, and several different approaches to implementing CBE in a classroom or laboratory. The second section, which deals with identifying and validating student competencies, discusses the content of task statements, sources of task statements, procedures for developing a task listing, task verification, and steps in writing performance objectives. The following aspects of instructional delivery in CBE are discussed in the third section: task analysis, evaluation-performance, evaluation-knowledge, development of student learning guides, and CBE in a traditional delivery system. The fourth section, which deals with managing CBE, covers management and implementation, management of program/departmental activities, staff development, student orientation, grading, attendance/progress, task mapping, learning guide production/quality control, and desirable characteristics of a learning resource center. The fifth section contains a glossary and sample forms for use in developing a syllabus, student learning guides, a task listing, and a task analysis. Each section also includes a listing of resource materials. (MN)

ED 285 009   CE 048 077

Reid, Robert L.; And Others
Precision Optics Curriculum.
Texas State Technical Inst., Amarillo.

SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 87
NOTE- 21p.
GRANT- 87-1030-A-10
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Lasers; *Machine Tool Operators; *Optics; Postsecondary Education; *Technical Education
IDENTIFIERS- *Optical Technicians; *Precision Optics

This guide outlines the competency-based, two-year precision optics curriculum that the American Precision Optics Manufacturers Association has proposed to fill the void that it suggests will soon exist as many of the master opticians currently employed retire. The model, which closely resembles the old European apprenticeship model, calls for 300 hours of prerequisites and 1,572 hours (78 credits) of instruction over 5 quarters for a certificate or 2,280 hours (114 credits) of instruction over 7 quarters for an associate of applied science degree. An additional 360 hours (18 credits) of cooperative training may also be taken but may not replace any of the other required instruction. This guide includes an outline of the proposed program, descriptions of 37 of the recommended courses, a list of equipment required for the precision optics technology program, and a listing of tasks in 10 duty areas covered in the various recommended courses. Tasks are organized according to the following duty areas: identify optical components, identify optical devices, use geometric optics, prepare substrate, lap substrate, polish substrate, perform first-echelon preventive maintenance, perform optical testing, perform visual inspection by MIL SPEC, and explain wave optics. (MN)

ED 285 010 CE 048 078

Glover, Robert W.; Shelton, Elaine
Alternance Training in Texas: A Preliminary Overview.
Texas Univ., Austin. Center for the Study of Human Resources.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Aug 87
NOTE- 34p.
GRANT- 87-1000-1-B-3
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; *Community Colleges; *Cooperative Education; Internship Programs; Postsecondary Education; Practicums; Questionnaires; State Surveys; Technical Education; Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Alternance Training; *Texas

A study was undertaken to identify and evaluate state-of-the-art practices in alternance training used in community and junior colleges and technical institutes throughout Texas. Various arrangements combining alternating periods of study and work, including apprenticeships, cooperative education, internships, clinical experience, and practicums, were examined. Community colleges and technical institutes across Texas were surveyed by telephone to identify all programs that offered a worksite component as part of their regular curriculum during the 1986-87 academic year. More specific information regarding the programs was then collected from a survey mailed to all heads of programs with a worksite component. Almost 40 percent of the 1,998 programs of postsecondary technical and vocational education offered a worksite component as part of their training. Cooperative education was the most common type of worksite training (accounting for 335 programs or 43 percent). Students were paid wages in about half of all programs. In clinical programs, however, payment of wages to learners has been prohibited since 1973. Every campus originally surveyed had at least one worksite training program. However, educational practices varied widely among individual programs, and there was little communication or agreement on terms among practitioners associated with different programs. (Appendixes

include the survey forms used for the phase 1 telephone survey and phase 2 mail survey and the preliminary interview guide that is to be used for the phase 3 field visits.) (MN)

ED 285 011 CE 048 079

Report on the Need for a Model Program for Displaced Secretarial/Clerical Workers.

Galveston Coll., TX.

SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 87
NOTE- 27p.; Some figures contain small, blurred type.
GRANT- 87-1040-AD100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Automation; *Clerical Occupations; Course Descriptions; Demonstration Programs; *Dislocated Workers; Educational Needs; *Information Processing; Learning Modules; Needs Assessment; *Occupational Mobility; *Office Occupations Education; Retraining; *Secretaries
IDENTIFIERS- Office Automation; Texas (Galveston)

The significant decrease in the price of office automation technology has made this technology more affordable for more companies. This has serious implications from the standpoint of future demands for secretarial and clerical workers. For this reason, a study was conducted to assess the likely impact of automation on secretarial and clerical workers and the resultant need for a model program for displaced secretarial and clerical workers. Data were collected from government agencies, management consultants, database and other literature searches, a survey of 328 office workers in Galveston, Texas, and in-depth interviews with managers from four offices of the American Life Insurance Company (three in Texas and one in Boston). It was concluded that the most immediate need with respect to office occupations education is for training to enable office workers to use automated office technology to its fullest potential. Community colleges should also take a longer-term view of the education offered in their office education programs and must prepare their students to be adaptable and resilient in the face of change. (Appendixes include an instructor's syllabus for a course in intermediate information processing, which deals with information processing applications in a networked environment; the table of contents to a series of 20 learning modules on self-directed job searches; and a sample learning module.) (MN)

ED 285 012 CE 048 081

Renfro, Roy E.
Viticulture and Enology Curriculum.
Grayson County Coll., Sherman/Denison, Tex.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 87
NOTE- 369p.
GRANT- 87-1030-A-2
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Production; Agronomy; Behavioral Objectives; Competency Based Education; Crop Processing Occupations; Harvesting; *Horticulture; Learning Activities; Lesson Plans; Marketing; Pests; Postsecondary Education; Soil Science; *Vocational Education
IDENTIFIERS- *Viticulture; *Winemaking

This guide is intended for use in presenting courses in viticulture and enology to prepare individuals for the following occupations: vineyard supervisor, grape grower, grape harvest worker, winemaker, cellar master, and winery worker. The guide includes descriptions of these occupations taken from the "Dictionary of Occupational Titles," the course requirements for an associate of applied science degree in viticulture and enology at Grayson County College in Texas, descriptions of the required courses, course syllabi, a brief description of the Developing a Curriculum (DACUM) process, a list of duties and tasks covered in the curriculum, performance steps involved in the tasks, performance objectives, evaluation measures, and a 14-page bibliography. As a part of the vitology curriculum, performance steps are provided for a total of 66 tasks in the following 8 duty areas: establishing the vineyard, maintaining and operating a water management system, managing the soil, managing the plant canopy, controlling pests, marketing the crop, managing crop levels and quality, and harvesting the crop. The enology curriculum for making white wine covers 83 tasks in the following 10 duty areas: coordinating the harvest schedule, preparing for the crush, receiving fresh grapes, processing grapes, fermenting the juice, clarifying the still wine, clearing the wine, packaging it, sanitizing the equipment, and performing off-season duties. The enology curriculum for making red wine covers 76 tasks in 12 similar duty areas. (MN)

Telles, Patricia E.; Thompson, Richard E.
Community Referral System Handbook.
El Paso Community Coll., Tex.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Jun 87
NOTE- 57p.
GRANT- 87-1040-DA200-C
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Community Information Services; Community Resources; *Disadvantaged; Individualized Education Programs; *Limited English Speaking; *Literacy Education; Models; Program Development; Reading Instruction; *Referral; Spanish Americans; Vocational Interests

Based on the experiences of a literacy center in Texas, this handbook is intended to assist adult educators in developing a similar program in their community. The purpose of the literacy referral system is to provide educationally and economically disadvantaged adults with an individualized educational and employment plan based on an assessment of their reading skills and educational and vocational goals. The personalized plan enumerates the steps necessary to improve the student's reading skills and achieve the goals and makes referrals to resource centers. The handbook describes the guidelines that were used to establish the literacy referral resource system. In particular, discussions of the steps needed to develop the resource system directory and to research and select the appropriate assessment instruments are included. There is also information on training the staff, piloting the program, and developing the appropriate materials that will help the system to run more smoothly; intake forms, referral forms, follow-up forms, and the individualized educational and vocational plan are appended. The appendix also supplies an extensive flow model that separately outlines the fundamental steps for six different types of persons participating in the program. In creating the program, consideration was given to both the needs and characteristics of the staff and the students participating in the program. (Preliminary results from the pilot study of 54 adults with low literacy skills were very positive, showing the referral resource system to be a valuable and useful program that seems to benefit many disadvantaged persons who are unfamiliar with the vocational opportunities that exist.) (KC)

ED 285 014 CE 048 083

Golitko, Raymond L., Ed.; And Others
Non-Print Instructional Materials for the Air Conditioning and Refrigeration Maintenance Field.
Houston Community Coll. System, Tex.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 87
NOTE- 68p.
GRANT- 87-1040-DA600-E
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Air Conditioning; *Audiovisual Aids; Citations (References); Educational Technology; Instructional Materials; *Maintenance; *Occupational Safety and Health; Postsecondary Education; Program Content; *Refrigeration; *Welding
IDENTIFIERS- *Houston Community College System TX

This catalog contains a listing of air conditioning/refrigeration maintenance audiovisual training materials from the Houston Community College System library media collection. The material is organized by subject heading. The media titles are listed in alphabetical order by title under each subject heading in the catalog. The citation for each title includes type of media, developer and developer location, publication date, physical description, credits when applicable, and a summary of the contents. Subjects listed include the following: air conditioning, brazing, industrial safety, refrigerants, refrigeration and refrigerating machinery, refrigerators, solder and soldering, welders, and welding. (KC)

ED 285 015 CE 048 085

Life Skills/Job Seeking Techniques Workshop.
Amarillo Coll., Tex.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 87
NOTE- 127p.; Document is printed on colored paper.
GRANT- 87-1040-SP200-B
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; Age Discrimination; Assertiveness; *Career Development; Career Planning; *Communication Skills; Decision Making Skills; Employment Interviews; *Employment Potential; Job Application; *Job Search Methods; *Job Skills; *Learning Activities; Money Management; Postsecondary Education; *Self Actualization; Time Management; Workshops

This package contains student materials for a workshop on life skills and job seeking techniques conducted for adults by Amarillo College Adult Students and Women's Services. Materials include information sheets, quizzes, exercises, lists, surveys, sample forms, and inspirational messages. Following a short introductory section, the materials are organized in four sections that cover the following topics: interpersonal/human relations/communication skills (self-esteem, personal evaluation, human needs, identifying strengths, communication, assertiveness, goal setting); problem-solving skills (controlling stress, time management, money management, transitions, legal affairs, decision-making strategies); career/employment information (need for career change, job success after 35, labor projections, life experience skills, sex stereotyping, interest areas, employment sources, transferability of skills, the hidden job market, increasing income, home-based businesses, samples of application letters and resumes, and follow-up letters); and inspirational selections to help students keep improving. Workshop evaluation tips and forms complete the package. (KC)

ED 285 016 CE 048 086

Wilson, Janie Menchaca; And Others

Competency-Based Nursing Career Ladder Model. Final Report.

SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Aug 87
NOTE- 63p.
GRANT- 87-1030-A-6
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *Bachelors Degrees; *Career Ladders; *Competency Based Education; *Curriculum Development; Demography; High Schools; Models; *Nursing Education; Postsecondary Education

An open-entry/open-exit competency-based nursing career ladder model was developed to demonstrate the articulation process from high school through licensed vocational nursing (LVN), associate degree nursing (ADN), and baccalaureate degree-level nursing (BSN) programs. The model was based on data obtained from a review of the literature on (1) demographic and other characteristics of students currently enrolled in the health programs at the various educational levels and (2) professional socialization. The model that was eventually developed was based on the premises that nursing education is a linear process that can begin and end at specified educational points, that the nursing process is an example of a problem-solving process, and that nursing is a human service that focuses on the interactions and relationships between the person and the environment in relation to health and nursing. The proposed model calls for 10 health careers prenursing courses at the high school level (in addition to requirements for a high school diploma), 21 general education and 26 nursing semester hours for LVN programs, 60 semester hours of general education requirements for ADN and BSN programs, and 34 nursing semester hour requirements each for ADN and BSN programs. (Overviews of each of the proposed required courses and a selected bibliography are also provided in this document.) (MN)

ED 285 017 CE 048 087

Smith, Richard J.; Sauer, Mardelle A.

CBT Pilot Program Instructional Guide. Basic Drafting Skills Curriculum Delivered through CAD Workstations and Artificial Intelligence Software.

Texas State Technical Inst., Waco.

SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- 30 Jun 87

NOTE- 222p.

GRANT- 87-1030-A-7

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Artificial Intelligence; Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; *Curriculum Development; *Drafting; Pilot Projects; Postsecondary Education; *Trade and Industrial Education; Two Year Colleges

IDENTIFIERS- *Computer Assisted Drafting

This guide is intended to assist teachers in using computer-aided design (CAD) workstations and artificial intelligence software to teach basic drafting skills. The guide outlines a 7-unit shell program that may also be used as a generic authoring system capable of supporting computer-based training (CBT) in other subject areas. The first section explains the authoring system, which is based on the open architecture and interactive design capabilities of the AutoCAD Computer-Aided Design and AutoLISP Artificial Intelligence Systems. The following topics are covered in a programmer's reference guide to AutoCAD CBT: AutoLISP functions and usage; variables used by the system; system file formats; procedures for setting up the system; techniques for tracking student activities; teacher utilities; and listings of CBT AutoLISP, batch, and script codes. Outlines for instructional units on the following seven topics are provided: performing basic drawing operations, activating and using a mouse and digitizer pad to perform selected CAD drawing tasks, accessing and editing drawing files, drawing a construction from specifications, establishing and using layers, drawing entities and blocks, and plotting a drawing. Each unit outline contains terminal and enabling objectives. A screen-by-screen illustration of the 7-unit course is also included. (MN)

ED 285 018 CE 048 088

Onabajo, Femi
Fundamentals of Hardware. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 103p.; For related documents, see CE 048 089-098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Colleges; *Computers; *Computer Science; Computer Science Education; Curriculum Guides; *Electromechanical Technology; *Equipment Maintenance; Learning Activities; Microcomputers; Postsecondary Education; Student Evaluation; *Technical Education; Two Year Colleges
IDENTIFIERS- *Computer Technicians; *Troubleshooting

This course curriculum is intended for use by community college instructors and administrators in implementing a fundamentals in hardware course. A student's course syllabus provides this information: credit hours, catalog description, prerequisites, required text, instructional process, objectives, student evaluation, and class schedule. A student lecture guide consists of a sheet for each of the 15 units with unit contents, unit objectives, rationale, learning activities, vocabulary, and evaluation. Unit topics are the following: introduction; environmental and operating procedures--reducing potential problems; preparation, documentation, and tools; troubleshooting strategies and skills; troubleshooting; processors; computer architecture and assembly language; disk drives; servicing printers; writing specifications for orders; troubleshooting the main computer and keyboard; modems, monitors, cassette recorders, and game controllers; troubleshooting power supplies; microcomputer installation and upgrading; and future prospects for computer hardware. A student lab guide provides this information for each of the 15 units: objectives, required equipment and materials, learning activities, steps, and evaluation. The instructor's course syllabus outlines prerequisites, required text, references, required equipment and materials, instructional process, and student evaluation. Competency statements and a course outline are included. The instructor's guide presents this information for each unit: contents, objectives, required equipment and materials, procedures, learning activities, and evaluation. (YLB)

ED 285 019 CE 048 089

Wagstaff, Charlene
Operating Systems. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 119p.; For related documents, see CE 048 088-098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Colleges; *Computers; *Computer Science; Computer Science Education; Curriculum Guides; *Electromechanical Technology; Learning Activities; Microcomputers; Postsecondary Education; Student Evaluation; *Technical Education; Two Year Colleges
IDENTIFIERS- *Computer Operating Systems

This course curriculum is intended for community college instructors and administrators to use in implementing an operating systems course. A student's course syllabus provides this information: credit hours, catalog description, prerequisites, required texts, instructional process, objectives, student evaluation, and class schedule. A student lecture guide consists of a sheet for each of the 22 chapters with contents, chapter objectives, rationale, learning activities, vocabulary, and evaluation. Chapter topics are as follows: introduction; hardware; software and data; linking the components; single- and multiple-user systems; command languages; MS-DOS commands; MS-DOS; UNIX commands and utilities; UNIX internals; libraries and the linkage editor; segmentation, paging, and virtual memory; virtual machines; networks and distributed systems; and database systems. A student lab guide provides this information for each of the 13 assignments: chapter with which the lab assignment is associated, objectives, materials required, laboratory handouts, learning activities, and steps. The instructor's course syllabus outlines prerequisites, required texts, references, required equipment and materials, instructional process, and student evaluation. Competency statements and a course outline are included. The instructor's guide presents this information for each unit: contents, objectives, required equipment and materials, procedures, learning activities, and evaluation. (YLB)

ED 285 020 CE 048 090

Rivera, Gloria
Principles of Information Processing. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 71p.; For related documents, see CE 048 088-098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Automation; Behavioral Objectives; Community Colleges; *Computers; Computer Science; Computer Science Education; Computer Software; Curriculum Guides; *Information Processing; Learning Activities; Microcomputers; *Office Occupations Education; Postsecondary Education; Student Evaluation; Two Year Colleges; Word Processing

This course curriculum is intended for community college instructors and administrators to use in implementing a principles of information processing course. A student's course syllabus provides this information: credit hours, catalog description, prerequisites, required texts, instructional process, objectives, student evaluation, and class schedule. A student lecture guide consists of a sheet for each of the 10 units with unit contents, unit objectives, rationale, learning activities, vocabulary, and evaluation. Unit topics are as follows: development of word and information processing; software and its uses; hardware components (displays, keyboards, processors, and storage); hardware categories and their evolution; voice processing; peripherals (printers, optical character readers, and image processors); technology for electronic distribution/communications; distribution/communication; information retrieval; and integration of office automation. A student lab guide provides this information for each of the four lab assignments: objectives, required equipment and materials, learning activities, steps, and evaluation. The instructor's course syllabus outlines prerequisites, required texts, references, required equipment and materials, instructional process, and student evaluation. Competency statements and a course outline are included. The instructor's guide presents this information for each unit: contents, objectives, required equipment and materials, procedures, learning activities, and evaluation. (YLB)

Sartor, Beth
Intermediate Information Processing. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 256p.; For related documents, see CE 048 088-098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Colleges; *Computers; Computer Science; Computer Science Education; Curriculum Guides; *Database Management Systems; Databases; *Electronic Mail; *Information Processing; Learning Activities; Local Area Networks; Microcomputers; *Office Occupations Education; Postsecondary Education; Student Evaluation; Two Year Colleges; Word Processing
IDENTIFIERS- *Spreadsheets

This course curriculum is intended for community college instructors and administrators to use in implementing an intermediate information processing course. A student's course syllabus provides this information: credit hours, catalog description, prerequisites, required texts, instructional process, objectives, student evaluation, and class schedule. A student lab guide is divided into six units. For each lesson within a unit, these materials are provided: objectives, a list of learning activities, information sheets, and exercises. Unit topics are database management, electronic spreadsheets, desktop management software, local area networks, electronic mail, and technical reports. The instructor's course syllabus outlines prerequisites, required tests, references, required equipment and materials, instructional process, and student evaluation. Competency statements and a course outline are included. The instructor's guide presents this information for each unit: contents, objectives, required equipment and materials, procedures, learning activities, evaluation, and answer keys. (YLB)

Stanford, Linda
Advanced Information Processing. Volume I. Student's Materials. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 170p.; For Volume II, see CE 048 093; for other related documents, see CE 048 088-091 and CE 048 094-098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Automation; Behavioral Objectives; Community Colleges; Computers; Computer Science; Curriculum Guides; *Database Management Systems; *Information Processing; Learning Activities; Microcomputers; *Office Occupations Education; Postsecondary Education; Student Evaluation; Two Year Colleges; Word Processing
IDENTIFIERS- *Spreadsheets

This course curriculum is intended for use in an advanced information processing course. It builds on the skills developed in the previous information processing course but goes one step further by requiring students to perform in a simulated office environment and improve their decision-making skills. This volume contains two parts of the curriculum--the student materials. The student course syllabus provides this information: credit hours, catalog description, prerequisites, required texts, instructional process, objectives, student evaluation, and class schedule. The student laboratory guide is divided into 10 units: updating company files, jobs using dBase 3 and Lotus 1-2-3, medical, medical forms, legal, miscellaneous documents, learning new software, dictation, printing out database management and spreadsheet files, and office automation project. Materials provided for each unit include an introduction and jobs (learning activities). (YLB)

ED 285 023 CE 048 093

Stanford, Linda
Advanced Information Processing. Volume II. Instructor's Materials. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 348p.; For Volume I, see CE 048 092; for other related documents, see CE 048 088-091 and CE 048 094-098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Behavioral Objectives; Community Colleges; Computers; Computer Science; Curriculum Guides; *Database Management Systems; *Information Processing; Learning Activities; Microcomputers; *Office Occupations Education; Postsecondary Education; Student Evaluation; Two Year Colleges; Word Processing
IDENTIFIERS- *Spreadsheets

This course curriculum is intended for use by community college insructors and administrators in implementing an advanced information processing course. It builds on the skills developed in the previous information processing course but goes one step further by requiring students to perform in a simulated office environment and improve their decision-making skills. This volume contains two parts of the curriculum--the instructor materials. The instructor's course syllabus outlines prerequisites, required texts, references, required equipment and materials, instructional process, and student evaluation. Competency statements and a couse outline are included. The instructor's guide is divided into the 12 units of the course: updating company files, jobs using dBase 3 and Lotus 1-2-3, medical, medical forms, legal, miscellaneous documents, learning new software, dictation, printing out database management and spreadsheet files, an office automation project, decision making, and training. Materials provided for each unit include unit content, unit objectives, required equipment and materials, procedures, a list of learning activities, and keys to

the jobs (learning activities). (YLB)

ED 285 024 CE 048 094

Easter, Diane
Data Communications and Networking. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 124p.; For related documents, see CE 048 088-098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Automation; Behavioral Objectives; Community Colleges; Computers; Computer Science; Computer Science Education; Curriculum Guides; Learning Activities; *Local Area Networks; *Microcomputers; Office Machines; Office Management; *Office Occupations Education; Postsecondary Education; Student Evaluation; *Telecommunications; Two Year Colleges

This course curriculum is intended for use by community college instructors and administrators in implementing a data communications networking course. A student course syllabus provides this information: credit hours, catalog description, prerequisites, required text, instructional process, objectives, student evaluation, and class schedule. A student lecture guide consists of a sheet for each of the 16 units outlining the title, contents, objectives, rationale, learning activities, vocabulary, and evaluation. Unit topics are the development of local area networks (LANs), examining the alternatives, communications and standards, LAN hardware, network operating systems, LAN evaluation, applications software, LAN management, data protection, security, installation, performance, maintenance and diagnostics, internetting, the mainframe connection, and electronic mail. A student lab guide provides this information for each of 12 lab assignments: associated unit, objectives, required materials, learning activities, steps, and handouts. The instructor's course syllabus outlines prerequisites, required texts, references, required equipment and materials, instructional process, and student evaluation. Competency statements and a course outline are included. The instructor's guide presents this information for each unit: contents, objectives, required equipment and materials, procedures, learning activities, evaluation, and answer keys. (YLB)

ED 285 025 CE 048 095

Bruce, Lucy
Microcomputer Applications for Health Care Professionals. Volume I. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 92p.; For other documents designed for health care professionals, see CE 048 096-097. See also CE 048 088-094 and CE 048 098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Community Colleges; *Computer Literacy; *Computer Oriented Programs; Computers; Computer Software; Curriculum Guides; Learning Activities; Postsecondary Education; Student Evaluation; Two Year Colleges; *Word Processing

This volume is one of three in a self-paced computer literacy course that gives allied health students a firm base of knowledge concerning computer usage in the hospital environment. It also develops skill in several applications software packages. Volume I contains materials for a three-hour course. A student course syllabus provides this information: credit hours, catalog description, prerequisites, required texts, instructional process, objectives, student evaluation, and class schedule. The student guide consists of a sheet for each of the 16 units outlining the contents, objectives, rationale, learning activites, vocabulary, and evaluation. Unit topics are information on computer systems, WordStar, WordStar applications for health care professionals, Lotus 1-2-3, Lotus 1-2-3 applications for health care professionals, dBASE III, and dBASE applications for health care professionals. A student laboratory guide provides this information for each of the 14 assignments: associated unit, objectives, required materials, learning activities, steps, and evaluation. The instructor's course syllabus outlines prerequisites, required texts, references, required equipment and materials, instructional process, student evaluation, and test items for the textbook. (YLB)

ED 285 026 CE 048 096

Bruce, Lucy

Microcomputer Applications for Health Care Professionals. Volume II. Curriculum Improvement Project. Region II.

Galveston Coll., TX.

SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 137p.; For other documents designed for health care professionals, see CE 048 095 and CE 048 097. See also CE 048 088-094 and CE 048 098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Community Colleges; *Computer Literacy; *Computer Oriented Programs; Computers; Computer Software; Curriculum Guides; *Database Management Systems; Learning Activities; Microcomputers; Postsecondary Education; Student Evaluation; Two Year Colleges; *Word Processing
IDENTIFIERS- *Spreadsheets

This volume is one of three in a self-paced computer literacy course that gives allied health students a firm base of knowledge concerning computer usage in the hospital environment. It also develops skill in several applications software packages. Volume II contains materials for three one-hour courses on word processing applications, spreadsheet applications, and database management applications. Each course curriculum contains four parts. A student's course syllabus provides this information: catalog description, prerequisites, required text, instructional process, and class schedule. A student guide consists of a sheet for each of the seven units in each course. These sheets present title, contents, objectives, rationale, learning activities, vocabulary, and evaluation. A student lab guide provides this information for the five assignments in each course: objectives, required equipment and materials, learning activities, steps, and evaluation. The instructor's course syllabus outlines prerequisites, required text, references, required equipment and materials, instructional process, and student evaluation. Competency statements and a course outline are included. The instructor's guide presents this information for each unit: contents, unit objectives, required equipment and materials, procedures, learning activities, and evaluation. (YLB)

ED 285 027 CE 048 097

Anderson, Beth H.; Lacobie, Kevin
Health Information System Simulation. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 157p.; For other documents designed for health care professionals, see CE 048 095-096. See also CE 048 088-094 and CE 048 098.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Community Colleges; *Computer Literacy; *Computer Oriented Programs; *Computer Simulation; Computer Software; Curriculum Guides; *Database Management Systems; *Databases; Learning Activities; Learning Modules; Nursing; Pacing; Postsecondary Education; Radiographers; Radiologic Technologists; Radiology; Respiratory Therapy; Student Evaluation; Two Year Colleges

This volume is one of three in a self-paced computer literacy course that gives allied health students a firm base of knowledge concerning computer usage in the hospital environment. It also develops skill in several applications software packages. This volume contains five self-paced modules that allow students to interact with a health information system simulation. The modules are for these disciplines: nursing, nuclear medicine, radiographic technology, radiation therapy, and respiratory care technology. Each module contains three parts. A student course syllabus provides this information: catalog description, prerequisites, required text, and instructional process. The student guide presents this information for each of the five units in each module: unit objectives and either discussion and assignment or instructions for using the simulation on a computer. The instructor's course syllabus consists of a module description, prerequisites, required equipment and materials, module contents, procedure, and answer keys. (YLB)

ED 285 028 CE 048 098

Harris, Phillip
Automated Accounting. Curriculum Improvement Project. Region II.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 87
NOTE- 123p.; For related documents, see CE 048 088-097.
GRANT- 87-1030-B-2
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Automation; Behavioral Objectives; Community Colleges; *Computer Literacy; *Computer Oriented Programs; Curriculum Guides; Learning Activities; Microcomputers; Office Machines; *Office Occupations Education; Postsecondary Education; Student Evaluation; Two Year Colleges

This course curriculum is intended for use by community college instructors and administrators in implementing an automated accounting course. A student course syllabus provides this information: credit hours, catalog description, prerequisites, required text, instructional process, objectives, student evaluation, and class schedule. A student lab guide contains summaries of sample transactions for the months of October 1986 to March 1987. Students are expected to make journal entries and worksheets for each month. The instructor's course syllabus outlines prerequisites, required text, equipment needs,

instructional process, student evaluation, and course sequence. Journal entries and worksheets for each month are included. (YLB)

ED 285 029 CE 048 124

Schroeder, Marie; Moss, Jeffrey W.
The Cooperative Relationship between Vocational Agriculture Teachers and Extension Agents.

PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Cooperative Planning; *Cooperative Programs; Educational Cooperation; *Extension Agents; *Extension Education; Postsecondary Education; State Surveys; Teacher Attitudes; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *North Carolina

A study examined the amount and types of cooperation that are occurring between vocational agriculture teachers and county extension agents in North Carolina. The research sample consisted of 194 (49.74 percent) of the state's vocational agriculture teachers and 80 (80 percent) of the state's county extension chairpersons. Sixty-eight percent of the vocational agriculture teachers and 97.5 percent of the extension chairpersons responded to the survey. The respondents were asked to complete a mail questionnaire dealing with the various factors that influence cooperation and the appropriateness and occurrence of various cooperation activities. There was no single factor that the majority of respondents felt hindered cooperation. Colleagues' personalities and attitudes and similarity of program objectives were two factors that were felt to enhance cooperation among vocational agriculture teachers and extension agents. Though both the vocational agriculture teachers and extension agents agreed that most of the 19 activities listed on the questionnaire were valuable in enhancing cooperation, few of the vocational agriculture teachers indicated that they actually carry out the activities. Therefore, it was recommended that: (1) those individuals who are responsible for training vocational agriculture teachers and extension agents should be made aware of the ways in which each of the two groups can serve the other; and (2) further research should be conducted to determine the reasons for the discrepancy between the perceived appropriateness and actual occurrence of cooperative activities in vocational agriculture and extension programs. Tables are included. (MN)

ED 285 030 CE 048 125

Greenshields, Garry W.
Entering the Corporate Market.
PUB DATE- May 87
NOTE- 38p.; A presentation based on this document was given at the Conference on Change: Implications for Adult Learning (Regina, Saskatchewan, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Educational Demand; Educational Needs; *Institutional Advancement; *Marketing; *Needs Assessment; Postsecondary Education; *School Business Relationship
IDENTIFIERS- *Corporations

This seminar guide was designed for use with a series of slides in training administrators to market an educational program or service to corporations. The seminar explains the following eight stages in planning entry into the corporate market: identifying appropriate publics; researching the market (analyzing supply and demand, collecting data, making an assessment, evaluating whether the program being marketed has sufficient resources to meet the needs identified in the assessment, and developing an action plan); performing a market analysis and using the concept of market segmentation (mass, product-differentiated, and target marketing); doing a market audit (macroenvironment, task environment, product, marketing organization, objectives and strategy, productivity, and marketing function audits); forecasting market demand; developing a program that is appropriate to the needs identified during the market analysis; developing a market strategy that is appropriate for an individual program's life stage (determining the correct product, promotion, price, and place); and monitoring the market (sales, market share, marketing expense-to-sales, and customer attitude analyses). (MN)

ED 285 031 CE 048 141

Hofstrand, Richard K.
Counselor Competencies for Regional Delivery Systems. Final Report--Phase II. July 1, 1986 to June 30, 1987.
Eastern Illinois Univ., Charleston.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 87
NOTE- 32p.
CONTRACT- DAVTE-26-RH-576
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Guidance; *Counselor Qualifications; *Counselor Training; *Delivery Systems; Job Skills; Learning Modules; Regional Cooperation; *Regional Programs; *School Counselors
IDENTIFIERS- Illinois

The narrative portion of this report summarizes the highlights of Phase II of a project to identify competencies needed by regional delivery system personnel in delivering career guidance. It identifies the six informational modules that were prepared during Phases I and II. Appendixes contain the six modules for guidance counselors/coordinators in regional delivery systems. Each module provides information on one of the following six competencies: coordinating student service activities, assessing needs for regional student services, organizing an education for employment student services committee, conducting an inventory of resources for student services, establishing leadership within the student services committee, and myths about vocational education. (YLB)

ED 285 032 CE 048 157

Home Economics Occupations. Occupation of Homemaking. Homemaker Employability Skills. Education for Technology Employment.

Northern Illinois Univ., De Kalb. Dept. of Technology.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Jan 87
NOTE- 23p.; For a related document, see CE 048 158.
CONTRACT- 77-RH-491
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competence; Competency Based Education; *Employment Potential; *Home Economics; *Homemaking Skills; Job Analysis; *Job Skills; Secondary Education
IDENTIFIERS- *Illinois

This document contains the Illinois state-verified task lists for the occupation of homemaker. The first section contains the homemaker duties and tasks. Duties correspond to course content in foods and nutrition, clothing and textiles, child development, resource management, parenting, living environments, and adult living. The second section lists the employability skills that should be acquired by homemakers through home economics courses in homemaking. Skills are listed under the following duties: identifying employment opportunities, applying employment-seeking skills, interpreting employment capabilities, demonstrating appropriate work behavior, maintaining a safe and healthy environment, maintaining a business-like image, maintaining working relationships, communicating on the job, adapting to change, understanding how a business works, and performing mathematical skills. (KC)

ED 285 033 CE 048 158

Home Economics. Education for Technology Employment.
Northern Illinois Univ., De Kalb. Dept. of Technology.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jan 87
NOTE- 189p.; For related documents, see CE 048 157-161.
CONTRACT- 77-RH-491
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Clothing Instruction; *Computer Assisted Instruction; Computer Oriented Programs; *Cooking Instruction; *Courseware; *Home Economics; Home Economics Skills; Integrated Curriculum; Learning Activities; Microcomputers; *Nutrition Instruction; Parenthood Education; Postsecondary Education; Secondary Education
IDENTIFIERS- Illinois

This guide was developed in an Illinois program to help home economics teachers integrate the use of computers and program-related software into existing programs. After students are taught the basic computer skills outlined in the beginning of the guide, 50 learning activities can be used as an integral part of the instructional program. (One or more Apple II-series computers are needed.) Tutorial, drill, simulation, problem solving, and educational games are suggested methods of instruction. Each learning activity contains information on the following topics: the software, the hardware, the lesson, introducing the computer activity, preparing for the computer, the computer activity, after the computer, additional suggested activities, and handouts. Some of the topics covered are diets, the microwave oven, planning nutritious meals, the food processor, cooking and baking, child care, fashion careers, clothing construction, and career development. A bibliography listing title, author, publisher, address, and price of home economics-related software is included. (KC)

ED 285 034 CE 048 159

Information Processing. Education for Technology Employment.
Northern Illinois Univ., De Kalb. Dept. of Technology.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jan 87
NOTE- 936p.; For related documents, see CE 048 157-161.
CONTRACT- 77-RH-491
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Competence; Competency Based Education; Computer Assisted Instruction; *Computer Graphics; *Computer Oriented Programs; *Computer Software; *Database Management Systems; Data Processing; Integrated Curriculum; Job Skills; Learning Activities; Microcomputers; Postsecondary Education; Secondary Education; State Curriculum Guides; Technological Advancement; *Telecommunications; Word Processing

IDENTIFIERS- Illinois; *Spreadsheets

This information processing curriculum was developed to provide business education instructors in Illinois with a useful guide for relating important new technological advances to the vocational classroom. The competency-based learning activity guides are written to be used with computer hardware and software available at the secondary and postsecondary levels. The curriculum consists of validated tasks prepared by teachers for teachers. It contains units in spreadsheets, records management (electronic and manual), database management systems, business graphics, telecommunications, and integrated software. Each section is divided into tasks. After the learner outcome is identified, information sheets, activity sheets, and evaluations are provided. Appendixes include (1) an analysis of the science, mathematics, communications, and work ethic concepts used in information processing and (2) a crosswalk relating work duties and tasks (delineated by the state board of education) with the learner outcomes presented in the various sections of the information processing guide. (KC)

ED 285 035 CE 048 160

Computer-Aided Drafting. Education for Technology Employment.
Northern Illinois Univ., De Kalb. Dept. of Technology.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jan 87
NOTE- 359p.; For related documents, see CE 048 157-161.
CONTRACT- 77-RH-491
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Drafting; *Competence; Competency Based Education; *Computer Graphics; *Computer Oriented Programs; Computer Software; Designers; *Drafting; Engineering Graphics; Integrated Curriculum; Learning Activities; Microcomputers; Postsecondary Education; Secondary Education; State Curriculum Guides; Technical Occupations
IDENTIFIERS- *Computer Assisted Drafting; Illinois

This computer-aided drafting (CAD) curriculum was developed to provide drafting instructors in Illinois with a useful guide for relating an important new technological advance to the vocational classroom. The competency-based learning activity guides are written to be used with any CAD system being used at the secondary and postsecondary levels. The CAD curriculum includes the following components: identified CAD tasks, measurable components of performance, identified objectives, information and activity requirements, and mastery requirements. Appendixes include a troubleshooting guide, mathematics/science concept analysis, a crosswalk relating the state recommended drafting task list with the CAD curriculum, and a list of employability skills. (KC)

ED 285 036 CE 048 161

Electronics. Education for Technology Employment.

Northern Illinois Univ., De Kalb. Dept. of Technology.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 87
NOTE- 2,195p.; For related documents, see CE 048 157-160.
CONTRACT- 77-RH-491
LANGUAGE- English
EDRS Price - MF19/PC88 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Competency Based Education; Curriculum Guides; *Electric Circuits; Electronic Control; *Electronics; Industrial Arts; Postsecondary Education; Secondary Education; *Technical Education; *Technological Advancement; *Trade and Industrial Education

This electronics curriculum is intended to provide instructors of electronics with a useful guide for relating important new technological advances to the vocational classroom. The competency-based learning activity guides are written to be used with any electronics equipment available at the secondary and postsecondary levels. Instructors must add specific instructions for operating their own equipment. The 117 guides --one per task--are divided into 11 units: analyzing DC circuits, analyzing AC circuits, analyzing solid state devices, analyzing analog circuits, analyzing digital electronic circuits, performing microprocessing operations (1 and 2), performing lab practices, recording and reporting technical material, using technical references, and introduction to control systems. Each guide consists of an overview (specifying task, purpose, objective, estimated class time), a list of learning steps, a list of resources, information sheet(s), activity sheet(s) with answer sheet(s), performance/product checklist, and examination with answer key. Appendixes include an analysis of the science and mathematics concepts considered prerequisite or co-requisite to understanding the content of the electronics course, a crosswalk--an electronics cluster matrix (relating tasks to sections of the curriculum guide), and a listing of employability skills. (YLB)

ED 285 037 CE 048 165

Veterans' Employment, Training, and Counseling Amendments of 1987. Report of the Committee on Veterans' Affairs, United States Senate, To Accompany S. 999. 100th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.

REPORT NO.- Senate-R-100-128
PUB DATE- 28 Jul 87
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Estimates; *Counseling Services; Disabilities; *Educational Legislation; Employment Counselors; *Employment Programs; *Employment Services; *Federal Legislation; Financial Support; Job Training; Outreach Programs; Postsecondary Education; Program Administration; Public Policy; Unemployment; *Veterans Education
IDENTIFIERS- Congress 100th; Emergency Veterans Job Training Act 1983; Proposed Legislation

This congressional report outlines and discusses the Committee on Veterans' Affairs' amendment to the proposed Veterans Employment Training Amendments of 1987. The text of the committee substitute amendment is presented in the first section. The second section, which is devoted to the background of the amendments, discusses the following topics: administration of employment and training programs available to veterans, local veterans' employment representatives, performance standards for local veterans' employment representatives and disabled veterans' outreach program specialists, waiver of the residency requirement for certain state directors for veterans' employment and training, sharing of information regarding employers, responsibilities of personnel, the National Veterans' Employment and Training Service Institute, a special unemployment study, the Secretary of Labor's Committee on Veterans' Employment, and amendments to the Veterans' Job Training Act. The remaining sections of the report contain an estimate of the cost of passing the amendments, a regulatory impact statement, a section-by-section analysis of the proposed Senate amendment, a tabulation of the votes cast by the committee, agency reports, and a list of the changes that will be made in the existing law by the proposed Senate amendment as reported. The proposed title of the revised bill is "Veterans' Employment, Training, and Counseling Amendments of 1987." (MN)

ED 285 038 CE 048 172

Stuhr, Christian
Fear and Guilt in Adult Education: A Personal Account of Investigations into Students Dropping Out. A CHCC Research Service Publication.
Cypress Hills Community Coll., Swift Current (Saskatchewan).
PUB DATE- 87
NOTE- 37p.
AVAILABLE FROM- Cypress Hills Community College, 197 4th Avenue, NW, Swift Current, Saskatchewan S9H 0T7, Canada ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Adult Education; Adult Students; American Indians; *Dropout Prevention; *Dropout Rate; Dropout Research; *Dropouts; Foreign Students; Postsecondary Education; Secondary Education; Student Attitudes; *Student Attrition; Teacher Attitudes
IDENTIFIERS- *Canada

A study sought to discover several general principles of student attrition, based on investigations into students dropping out of school carried out between 1973 and 1986. These investigations included a survey of 21 head instructors and 289 students at an Ontario community college, impressions gained from students dropping out of adult basic education as well as postsecondary programs in northern Alberta, and a description of how a change in curriculum was responsible for a significant reduction in the high school dropout rate on a Saskatchewan Indian Reserve. The study concluded that there are many possible reasons for which students drop out, and skill and experience are needed to identify the right reasons and prescribe the correct remedy. Some of the reasons are special problems of clearly defined groups; two of them are: (1) the identity crisis of late adolescence and young adulthood; and (2) cultural problems encountered by Indian students working with Caucasian teachers. Other reasons for which students drop out are related to institutional flaws and may include a failure of institutional policies, a poorly designed curriculum, inadequate pre-enrollment counseling and student selection, poor instruction, poor communication within the institution, and incomplete or misleading information about students. Although the subject of attrition is always painful, the study suggests that some unnecessary pain and guilt can be avoided by remembering that not all dropouts can be prevented and not all attrition is necessarily bad. The study of attrition should be recognized as a legitimate specialty within the larger discipline of education. The appendixes include survey forms for instructors and students as well as numerous tables analyzing the students' responses. (KC)

ED 285 039 CE 048 221

Single Parent--Sick Child Care. Final Report from July 1, 1986 to June 30, 1987.

Sarasota County Vocational-Technical Center, Sarasota, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 30 Jun 87

NOTE- 58p.; Document is printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; *Child Care Occupations; *Day Care; *Day Care Centers; *Diseases; *Educational Policy; Elementary Education; Occupational Home Economics; Preschool Education; Program Administration; Recordkeeping; Records (Forms); *School Health Services

IDENTIFIERS- Job Training Partnership Act 1982

These two manuals from the Pokie Days Child Care Program for Mildly Ill Children in Sarasota, Florida, were developed as part of a project intended to make it easier for single parents to attend classes funded under the Job Training Partnership Act. Following a brief description of the project, the first manual outlines standards of care for working with young children who have mild cases of one or more of the following health problems: diaper rash, diarrhea, vomiting, seizures, poisoning, elevated temperature, and skin problems. Safety procedures and procedures for administering medication are also detailed. The guide concludes with a list of telephone numbers of emergency services, pediatricians, and family practitioners in the Sarasota area. The second publication in the package is a policy and procedural manual containing guidelines and forms for use in maintaining appropriate records concerning the following: registration, discipline policy, student assessment, student progress, student medications, unusual incidents, fire drills, personnel, and attendance. A program guide for parents of potential enrollees is also included. It contains information on why the center was established, who can attend, fees, alternative sources of care for children too ill to attend the center, center procedures when children's conditions deteriorate during the day, the qualifications of caregivers at the center, the center's acceptance procedures, items that parents need to bring to the center from home, special services available for infants, and the center's schedule of activities and discipline policies. (MN)

ED 285 040 CE 048 222

Thinking about Non-Traditional Careers. An Exploratory Workshop for Teenagers. Final Report from July 1, 1986 to June 30, 1987.

Sarasota County Vocational-Technical Center, Sarasota, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Career Education; *Career Exploration; *Females; Grade 10; Grade 11; High Schools; *Nontraditional Occupations; Vocational Education; *Workshops

A two-week workshop was organized at which 10th- and 11th-grade girls actively explored for one full day six different nontraditional careers. The careers were auto mechanics, law enforcement, emergency medical technician/paramedic, livestock production, fire science, and hotel management. Shorter sessions were conducted in broadcasting and advertising. Activities covered attitudes, communications, values, interviewing and resume writing, personal interests, decision making, financial planning, and goal setting. By using the workbook "Choices" and the Kuder Preference Record, the participants had the opportunity to examine their personal values, attitudes, interests, and goals. One-third of the girls selected a career that would be explored in a follow-up activity. (Appendixes, amounting to over one-half of the report, include workshop materials such as publicity items, evaluation forms, and workshop schedule.) (YLB)

Williams, Patti
Displaced Homemaker Single Parent Project. Final Report from September 1, 1986 to June 30, 1987.
Indian River Community Coll., FL.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 48p.; Appendix 10, which contains personal data on students, was removed.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; *Displaced Homemakers; Employment Potential; *Fatherless Family; Job Skills; *Job Training; Program Descriptions; Referral; *Womens Education

The Indian River Community College (Florida) program prepares people who qualify as displaced homemakers and single parents to enter or reenter the work force and vocational training. The program is designed to meet the needs of the target population by offering pre-employment information and skills, guidance, community referral, and vocational training in the areas of fastest growth as identified by the Department of Labor and Employment Security. A three-week single parent and displaced homemaker program includes self-awareness, testing, vocational exploration, and employability skills. Seminars addressing specific needs have been presented. Tuition money has been distributed to qualified persons so that they may return to school for vocational training. Outreach and networking continues regularly to reach the people who move into the area. Currently, 116 qualifying women have been placed in vocational education programs. Of the 72 students being served by the Women's Program, 42 will continue training and 17 have been placed in training-related employment. Originally the program sought to place only 50 qualifying people and had requested $5,300.00 for tuition. Four times the original grant request money has been distributed towards tuition, however, since 116 applicants were found to qualify. Fewer than 1% of the women served were 55 or older, and no men applied for tuition aid. More time is needed to recruit and meet the needs of this population. (Appendixes, amounting to over one-half of the report, include a policy statement, flowchart of the program, and forms.) (YLB)

ED 285 042 CE 048 240

Adult Training and Retraining for Single Parents and Homemakers. A Vocational Project to Assist Single Parents and Homemakers to Pursue Careers as Nursing Assistants. Final Report from September 1986 through June 1987.

Hernando County School Board, Brooksville, FL.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; *Displaced Homemakers; *Economically Disadvantaged; Home Health Aides; *Job Training; *One Parent Family; Postsecondary Education; *Retraining
IDENTIFIERS- Florida

A program was developed to provide single parents who were without marketable skills with the training or retraining necessary to secure and keep a job in the health care field. During the course of the project, 31 trainees between the ages of 21 and 60 who were living below the poverty level were recruited into the program. They received classroom instruction and participated in a two-week practicum at a health care institution under the supervision of a registered nurse. Twenty-eight of the 31 students recruited into the program completed it and were placed into health care jobs. Despite attempts to recruit comparable numbers of males and females, only two males entered the program (one of whom dropped out after the third week). Because of their participation in the program, the program completers managed to secure jobs netting them more income than they could have received on welfare. The program will be continued for another year, at which time additional emphasis will be placed on recruiting increased numbers of males. (The 10-page project report is followed by a course outline for home health aides, a sample school/hospital cooperative agreement, a participant intake form, and information on eligibility for state assistance programs.) (MN)

ED 285 043 CE 048 246

A Focus on Rural Upward Mobility for Single Parents and/or Homemakers. Final Report from July 1, 1986 to June 30, 1987.

Lake City Community Coll., Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assertiveness; Career Development; Community Colleges; *Counseling Services; *Displaced Homemakers; Economic Change; *Job Training; *One Parent Family; Postsecondary Education; Regional Planning; Rural Areas; *Rural Education; Self Actualization; Self Concept; Social Change; *Socioeconomic Status
IDENTIFIERS- Florida

Lake City Community College in Lake City, Florida, offers an array of services for single parents and displaced homemakers residing in a five-county rural area. The project emphasizes rural upward mobility through a team effort by staff of Florida's departments of continuing education and vocational training. The project staff includes four vocational counselors, one disadvantaged and minority counselor, one job service outreach counselor, two motivation and retention counselors, a fully staffed individualized labor force training service lab, and a group of academic and vocational advisors and instructors. In the 1986-87 project year, 158 persons received assessment, counseling, and vocational placement services. The project combines vocational skills training, self-esteem building, and career development with the ultimate goal of helping participants find gainful employment in high-wage, high-placement fields. (Appendixes include samples of various project report and evaluation forms.) (MN)

ED 285 044 CE 048 252

Fisher, Constance Q.; Poitier, Vera R.
Orlando Displaced Homemakers Program at Valencia Community College. Final Report from July 1, 1986 to June 30, 1987.

Valencia Community Coll., Orlando, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; *Community Colleges; Counseling Services; *Displaced Homemakers; *Employment Potential; Employment Services; Job Placement; *Job Training; Linking Agents; Minority Groups; *Nontraditional Occupations; *One Parent Family; Outreach Programs; Postsecondary Education; School Business Relationship; Workshops
IDENTIFIERS- Florida (Orlando)

The Orlando Displaced Homemaker Program was developed to assist displaced homemakers in finding career focus and direction, to introduce them to vocational training possibilities, to set realistic work and training goals, and to develop the positive self-concept necessary to carry them out. The project goal was to recruit and provide training, counseling, and placement services to 110 individuals. A total of 210 displaced homemakers participated in all or part of the program, which included 11 monthly two-week courses and 9 one-day workshops. The program had a 94 percent completion rate of those completing the two-week program with 48 percent of the completers obtaining jobs. Of these, 20 percent (12 people) were placed in nontraditional high wage areas. Sixteen people entered and completed vocational training and are currently employed, and nine people are enrolled in degree-seeking programs. Services provided through the program include daytime and evening classroom instruction, outreach workshops, individual and group counseling activities, campus visits to career development centers and vocational education programs, development of staff liaisons with the business community, and needs assessments of minority clients. A study was conducted to identify high-wage jobs and employment projections for the area, and the findings were used as a basis for recommendations for improving the program. (Appendixes include data on program participants and program outcomes, workshop agendas, correspondence pertaining to and materials from the courses and workshops, results of the program evaluations, and a report on the study of local employment projections.) (MN)

ED 285 045 CE 048 255

Williams, D. A.
Polk County School Board Single Parent/Homemaker Program. Final Report from June 30, 1986 to July 1, 1987.
Polk County Public Schools, Bartow, FL.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 1 Jul 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Colleges; Cooperative Planning; Cooperative Programs; *Counseling Services; *Displaced Homemakers; Employment Potential; Job Development; *Job Placement; *Job Training; *One Parent Family; Secondary Education; *Shared Resources and Services; Two Year Colleges

The Polk County School Board Single Parent/Homemaker Program was a multiagency effort designed to meet the psychological and educational needs of single parents and displaced homemakers who lack marketable skills. The program offered immediate support to clients who were in need of information and referrals; workshop sessions on personal development, career guidance, stress management, and employability skills; educational opportunities; and job development and job placement assistance. These services were provided to 103 individuals within the framework of a service delivery system that was made possible by combining resources from the Polk County School Board, the Polk Community College, the Heartland Private Industry Council, and the HRS WIN program. (Appendixes to the 11-page report include a project organizational chart, an outline of the project's New Beginnings workshop, a client flowchart, a vocational profile, a service log, a newsletter, a list of advisory committee members, the advisory committee's outreach letter, program publicity materials, and the project budget summary.) (MN)

ED 285 046 CE 048 258

Gorton, Carolyn
ENCORE. A Pilot Project to Prepare Single Parents/Homemakers for the Job Market. Final Report from July 1, 1986 to June 30, 1987.
Charlotte County Vocational Technical Center, Port Charlotte, FL.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of

Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Programs; *Career Education; *Displaced Homemakers; *Employment Potential; *Job Search Methods; *One Parent Family; Postsecondary Education; *Special Programs

This package of instructional materials is intended for use in preparing single parents and displaced homemakers for entry into the job market. The materials were developed for the ENCORE program--a 4-week, 48-hour, 3-days-per-week program focusing on employability skills, vocational assessment, personal development, shadowing in traditional and nontraditional careers, and field instruction. The package includes an overview of the ENCORE program, a description of a study of the characteristics and educational needs of the ENCORE clientele, recommendations that were developed on the basis of the study, and 53 attachments that are intended for use in replicating the program. The following are among the materials attached to the project report: ENCORE brochure; list of pertinent community-based organizations; participant information form; class list; class schedule; employability skills pretest; learning activities and educational games on a variety of topics related to job search, vocational adjustment, and career advancement; handouts dealing with such topics as job search, fringe benefits, career goals, average salaries, and personal resumes; sample thank you, job refusal, and job resignation letters; various sample forms, including performance evaluation, attendance history, and child-care invoice forms; three-month and one-year follow-ups of ENCORE graduates, and the agenda from a workshop for displaced homemakers. (MN)

ED 285 047 CE 048 259

Fisher, Constance Q.; Poitier, Vera R.

Creative Business Ownership for Women. Final Report from July 1, 1986 to June 30, 1987.

Valencia Community Coll., Orlando, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87

NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Counseling Services; *Displaced Homemakers; Economically Disadvantaged; *Entrepreneurship; *Females; *One Parent Family; Postsecondary Education; Referral; *Rural Areas; *Small Businesses; Social Networks
IDENTIFIERS- *Home Based Employment

The Creative Business Ownership for Women Project was established at Valencia Community College (Florida) to provide displaced homemakers and single parents with the special help they need to achieve entrepreneurial success. During the course of the project, displaced homemakers, single parents, and rural disadvantaged women interested in owning a small or home-based business were recruited and offered a series of four seminars on how to start a home-based business and four workshops on how to advertise and promote a business. Program participants were offered business skills training in four specialized workshops, and personal counseling, referrals, and follow-up were provided. A 1985-86 survey of female entrepreneurs was updated, and a network for women business owners and for women interested in starting a business was established. (Thirty-four attachments are appended to the nine-page project report. Included among them are a self-assessment for prospective entrepreneurs, a list of community resources that can provide assistance to persons starting businesses, summaries of the seminars on starting a home-based business, ideas for home-based businesses, information on the women's business owners network sponsored by Valencia Community College, workshop follow-up surveys, newspaper articles on successful female business owners, and information on services offered through the Creative Business Ownership for Women Project.) (MN)

ED 285 048 CE 048 260

Schmidt, Dennis
Sex Equity. Final Report from August 1, 1986 to June 30, 1987.
Lake County Board of Public Instruction, Tavares, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 38p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Career Awareness; Field Tests; Grade 8; Instructional Materials; Junior High Schools; *Nontraditional Occupations; *Sex Fairness; *Sex Stereotypes; Work Attitudes

The Sex Equity Project for Lake County (Florida) Schools was undertaken to reduce sex bias and stereotyping among students and to encourage exploration of nontraditional occupations. The 1986-87 project focused on middle and high school students by assembling and distributing brochures and by making classroom presentations to eighth-grade students. High school and middle school administrators, guidance counselors, and some faculty members were also given brief inservice awareness programs on the need to reduce sex bias and stereotyping and on ways of doing so. On the follow-up teacher survey, only one teacher failed to indicate that the program should be repeated, and most rated the material on nontraditional jobs as either very or extremely important. Twenty-six percent of the students surveyed said that they had changed their ideas about the kind of work they wanted to do, and 50 percent said that the materials made them aware of nontraditional employment opportunities for the first time. It was decided to offer a similar program to all students in grades 9 through 12 and to develop an awareness program targeting local businesses and civic and business organizations so as to make it easier for students to enter nontraditional employment if they so desire. (Appendixes include a brochure describing available vocational and technical programs, suggestions for teachers on how to foster sex fairness in students, a brochure on nontraditional occupations, a career interest instrument, occupations having 12 or more annual openings in the two Florida counties nearest to the project site, minutes from a high school principals' meeting on the need for programs to eliminate sex bias and stereotyping, and student and teacher evaluations of the sex fairness materials and seminars presented.) (MN)

ED 285 049 CE 048 261

Volusia County Single Parents Program (VCSPP). Final Report from 1986 to 1987.

Volusia County Schools, Daytona Beach, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 87

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; *Career Education; *Day Care; *Dropout Prevention; *Early Parenthood; *One Parent Family; *Parenthood Education; Program Development; Records (Forms); Secondary Education

IDENTIFIERS- Florida

The Volusia County (Florida) Single Parents Program was developed to identify single parents who are potential dropouts because of a lack of financial support for day care and to provide them with approved day care services. The program also features (1) cooperation between teachers and school guidance counselors to identify and counsel pregnant and parent teens for the purpose of getting them into a vocational program and dissuading them from dropping out; (2) provision of career awareness information and assessment services; (3) provision of financial support for child care; and (4) instruction in such subjects as health, family living and parenting, and child guidance and care. Thirty-four teen parents are currently enrolled in the program, and 28 are on the program's waiting list. (This report contains a list of program admission criteria, a discussion of coordinator functions, information on the day care offered through the project, a program application form, program eligibility criteria, various correspondence directed to prospective program participants and forms to be completed by students entering the program, a list of facts on teen pregnancy and teen parents, a list of consequences of teenage pregnancy, and observations pertaining to the need for the program and its outcomes.) (MN)

ED 285 050 CE 048 288

van Enckevort, G.; Leibbrandt, G. J.
The Open University of the Netherlands: "Serving the Adult Learner" by Distance Education and "Innovating Higher Education."
PUB DATE- 28 Jul 87
NOTE- 13p.; For a related document, see CE 048 289.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; *Distance Education; Educational Media; Educational Objectives; Educational Practices; Foreign Countries; Higher Education; Innovation; *Nontraditional Education; *Open Universities; *Program Content; Program Development; Teacher Role
IDENTIFIERS- *Open University (Netherlands)

The Dutch Open University accepted its first students in September 1984 after a two-year preparation period. Like its British counterpart, the Dutch Open University offers free access and has no requirements as far as previous education is concerned. Its principal aims are to (1) provide higher education for adults either as a second chance (for those who were unable to avail themselves of higher education when they were young) or as a second route (for those who have chosen to combine a paying job or household work with study) and (2) stimulate innovation in higher education from the standpoints of programming, content, and methodology. Although it is an autonomous institution, the Dutch Open University relies on cooperation with other institutions for about 50 percent of its course development. Despite the many problems that the Dutch Open University encountered since its inception, it appears to have earned itself a permanent position within the higher education system. In little more than two years it has enrolled more than 35,000 adults in more than 70,000 courses. More than 70 percent of the Dutch population has heard of the Dutch Open University and has a fairly accurate idea of the services that it offers. The Dutch Open University prides itself on its methodological and technical innovations in the area of distance education, and has made important innovations in the processes of selecting instructional media (by using a team approach), developing and presenting written materials, determining the most appropriate role for computers in distance education, and focusing on the teacher's role as a tutor and stimulator of the learning process rather than as a carrier of information. The Dutch Open University has managed to offer its students a diversified range of program options and has emphasized modularization and differentiation. (MN)

ED 285 051 - CE 048 289

Boon, J.; van Enckevort, G.
Studying at the Open University of the Netherlands, Developments 1984-1987.
PUB DATE- 8 Jun 87
NOTE- 17p.; For a related document, see CE 048 288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Programs; *Distance Education; Dropout Rate; Employment Level; Foreign Countries; Higher Education; *Nontraditional Education; *Open Universities; Outcomes of Education; *Program Effectiveness; *Student Characteristics; Student Educational Objectives
IDENTIFIERS- *Open University (Netherlands)

A study examined the success of the first three years of the Dutch Open University's operation by analyzing data pertaining to students' backgrounds and academic progress while enrolled in the open university. The fact that registered inquiries about the Dutch Open University rose from 120,000 during the summer and autumn of 1984 to more than 200,000 toward the end of 1986 indicates that the Dutch Open University's market appeal appears to be increasing. The Dutch Open University has also been successful in continuing to attract new students; it had 30,302 formal enrollees as of January 1987. The greatest percentage of these enrollees are over the age of 31. The expectation that the Dutch Open University would attract increasing numbers of females and would have a student body that was at least half female has not materialized; the percentage of female enrollees has remained between 30 and 35 percent (with only one semester in which it reached 38 percent). More than 53 percent of the 1987 enrollees already had a higher education diploma before enrolling in the Dutch Open University. Although the Open University's stated goal of providing adult learners with a "second chance" appeared to be on target when it first opened, enrollees are, with increasing frequency, using it as a way of updating or continuing education. Although self-fulfillment remains the dominant motive of new enrollees, the importance of labor market-related motives is increasing. To date, the average course completion rate is within 1.5 years for the first students, and for the first 17 courses it is 32.7 percent. (MN)

ED 285 052 CG 020 094

Gallagher, Denise M.; And Others
Work Related Stress: Application of a Special Study to the General Business Community.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Employee Attitudes; Employer Employee Relationship; Interpersonal Communication; Marital Status; *Stress Management; *Stress Variables; *Work Attitudes; *Work Environment
IDENTIFIERS- *Airplane Flight Attendants

There has been much recent attention given to stress and the negative side effects associated with excessive stress. Employers need to recognize the effect that stress can have on the productivity and attitudes of their employees. To examine work-related stress and to develop stress management strategies, a study was conducted of flight attendants (N=380). Subjects, classified as commuters or non-commuters, completed questionnaires which assessed stress producing job-related events, explored ways of relieving stress, and provided demographic information. The results indicated significant differences between commuters and non-commuters in their experience of stress. Commuters reported experiencing more job stress and more personal stress than did non-commuters. The findings also revealed significant differences based on marital status, with non-married flight attendants reporting more plane related stress and more interpersonal stress than did married attendants. Other differences found related to seniority and healthy opposed to unhealthy coping techniques. These findings can be used as a basis for developing stress management workshops and counseling strategies which can be effective in reducing absenteeism, increasing productivity, improving morale, and reducing substance abuse. Employers should aim to provide employees with the appropriate forum for communicating their concerns. (NB)

Thomas, Sandra P.
Type B: Cognitive/Attitudinal Characteristics, Stress Reactivity, and Health Status.
PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attitudes; *Behavior Patterns; *Cognitive Style; Comparative Analysis; Emotional Response; *Health; Locus of Control; *Personality Traits; *Stress Variables
IDENTIFIERS- Type A Behavior; *Type B Behavior

Little is known about the Type B behavior pattern which is allegedly antithetical to the coronary-prone Type A pattern. The purpose of this study was to develop a descriptive profile of individuals in middle adulthood who exhibit the Type B pattern. Cognitive/attitudinal characteristics, stress reactivity, and health status were examined in 98 adults. The results indicated that Type Bs had better general health than Type As, fewer days ill during the past year, fewer physician visits, fewer hospitalizations, fewer surgical procedures, and fewer prescription medications. Type Bs were more likely than Type As to hold internal locus of control beliefs, to view life as a joy, and to understand themselves and their needs. In addition, Type Bs had greater certainty about the meaning of their lives than did Type As. Compared to Type As, Type Bs reported significantly less stress due to daily hassles, less pressure about having "too many things to do," and less job dissatisfaction. Just as health is more than the absence of disease, Type B is more than the absence of Type A characteristics. Parallels with Kobasa's (1979) hardiness concept and Antonovsky's (1984) sense of coherence are evident. Further investigation of Type B cognitions and attitudes, addressing mechanisms of acquisition and conditions facilitative of maintenance, is warranted. (Author/NB)

ED 285 054 CG 020 096

Liberty, Leona H.
Selected Litigated Court Cases Involving Counseling Professionals.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; Compliance (Legal); Confidentiality; Counselor Client Relationship; Counselor Role; *Counselors; *Court Litigation; Insurance; *Legal Problems; *Legal Responsibility; *Malpractice; Privacy; Sexual Abuse

This paper asserts that school counselors and other professional counselors need to be aware of lawsuits involving professional rights and responsibilities. It notes that the courts have heard cases involving privileged communication, failure to exercise adequate precautions for a suicidal client, sexual misconduct, invasion of privacy, and defamation. A review of court cases related to these topics is presented which describes alleged charges and outcomes of the cases to help counselors become aware of how the courts have interpreted the rights and responsibilities of professional counselors. Cases are cited in the areas of: (1) confidentiality; (2) sexual misconduct; (3) invasion of privacy; and (4) defamation. It is recommended that professional counselors be aware of such cases and their outcomes, carry liability insurance, be familiar with the professional code of ethics that applies to all counselors, and contact appropriate personnel who can explain the implications of any counseling concerns. (NB)

ED 285 055 CG 020 097

Brown, Brenda H.
Adolescent Suicide: An Educator's Guide.
Washington County Board of Education, Hagerstown, Md.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crisis Intervention; Death; Elementary School Students; Elementary Secondary Education; *High Risk Students; *Prevention; *School Personnel; Secondary School Students; *Suicide; *Teachers

Intended for use as part of an inservice program, this guide was designed to provide insight into adolescent suicide and to serve as a reference tool. It begins with an overview of suicide, citing society's desensitization to death, rapid changes in society, success codes, and the disappearance of the extended family as factors in the increase of adolescent suicides. Suicidal signs and symptoms are explored in the next section and several high-risk student behaviors are listed: depression, school problems, substance abuse, radical change in lifestyle or behavior, sudden happiness, uncharacteristic promiscuity, verbal threats, death themes in student's art, music, etc., previous suicide attempts, unusual purchases, and giving away possessions. The analogy of a trip is made to help educators gain information from a potentially suicidal student. Several suggestions for dealing with suicidal adolescents are given. A philosophical reason for suicide is included and the thought processes involved are listed. Prevention and intervention are addressed and charts are included to illustrate plans of action. Suggestions are also given for what to do and how to respond when a student's suicide attempt is successful. The need for educators to take care of themselves and their feelings when working with suicidal students is emphasized. References are included. (NB)

ED 285 056 CG 020 098

Doll, Beth

A Protocol for the Assessment and Treatment of School Phobia.

PUB DATE- Mar 87

NOTE- 38p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anxiety; *Counseling Techniques; Educational Diagnosis; *Evaluation Criteria; *Family Counseling; Goal Orientation; Intermediate Grades; Junior High Schools; *Parent Child Relationship; *Preadolescents; Relaxation Training; *School Phobia; Student Problems

IDENTIFIERS- *Self Management; Self Monitoring

This paper addresses the problem of school phobia, one of the most common childhood anxiety disorders. It presents four case studies of preadolescent school phobia involving two girls and two boys in grades four through seven. Several features of effective strategies for the assessment and treatment of school phobia which have emerged from the four case studies are discussed, including: (1) the importance of the family-child interaction; (2) the possibility that strictly behavioral observations may lead to inaccurate conclusions about the nature or extent of the phobia; and (3) the importance of incorporating self-management strategies into the treatment. A protocal is presented, based on the case studies and the strategies listed, which suggests a family-based consultation system rather than a child-based intervention. Assessment procedures discussed include the use of parent and child interviews, rating scales, anxiety ratings, and behavioral records; treatment procedures focus on goal setting, reinforcement, self-monitoring, relaxation training, support for the child, and parent education. It is noted that use of this protocol in the four case studies resulted in remission of the symptom of school refusal in every case. The protocol outlined in this report should address the distortions seen in family interactions and provide both child and family with effective ways of coping with the symptom of school refusal. (NB)

Abbey, Joan M.
Adolescent Perpetrator Treatment Programs: Assessment Issues.

PUB DATE- Mar 87
NOTE- 43p.; For related paper, see CG 020 100.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescent Development; *Adolescents; *Antisocial Behavior; *Clinical Diagnosis; *Counseling Techniques; Delinquency; Evaluation Methods; Family Characteristics; Models; *Sexual Abuse; *Theories; Therapy

The value of early identification of sexually aberrant behaviors and intervention with sexually deviant minors is obvious from a community safety perspective. Early intervention also appears to have value from the offender's perspective. A research review revealed several common themes with implications for both assessment and treatment. Most theoreticians agree that the onset of deviant sexual behavior usually begins around puberty; that such behaviors tend to be chronic if there is not effective intervention; and that juvenile sex offenders tend to be loners and underachievers with low self-esteem and poor social skills. Abusive family histories, the development of cognitive distortions, male socialization patterns, and organic biomedical problems have all been associated with sexually deviant behavior. A major assessment task is to determine whether the behavior is situational or symptomatic of unresolved issues in psychosexual development. Models helpful in assessing juvenile perpetrators have been developed by Groth and Loredo, the Sexual Behavior Clinic, and the University of Washington's Juvenile Sex Offender Program (JSOP). Various theoretical orientations have their own specialized treatment recommendations. Psychodynamic, biomedical, social psychology, and social learning perspectives all contribute to knowledge about how to help the sexually deviant youth. (A typology of adolescent sexual offenders, a chart of preconditions for sexual abuse, various sex offender program forms, juvenile sex offender decision criteria and other assessment information from the JSOP, and guidelines for assessing sexual abuse in juvenile cases are appended.) (NB)

ED 285 058 CG 020 100

Abbey, Joan M.

Adolescent Perpetrator Treatment Programs: Program Models.

PUB DATE- Apr 87

NOTE- 48p.; For related paper, see CG 020 099.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Adolescents; Antisocial Behavior; Attitude Change; Behavior Change; Clinical Diagnosis; *Community Programs; Counseling Techniques; *Delinquency; Interpersonal Competence; Models; *Psychoeducational Methods; *Residential Programs; *Sexual Abuse; Therapy

It has become increasingly evident that juveniles are the perpetrators of a substantial nunber of sexual assaults. Programs designed to treat these adolescent perpetrators usually have similar goals. They attempt to reduce the youth's risk of recidivism by helping him to recognize his problem, take responsibility for his actions, learn how to control his behavior, reevaluate his attitudes and values toward sexuality and aggression, develop a positive self-concept, learn new social skills, and engage in reeducation and resocialization. In designing programs, several therapeutic and administrative issues must be addressed in the areas of informed consent, family involvement, labeling, segregating sex offenders, staff selection and training, and exit criteria. A review of community based programs and five specific residential programs revealed that, across programs, the educational model was predominant. Treatment techniques included an eclectic combination of role play, psychodrama, gestalt therapy, Transactional Analysis, guided interaction therapy, Rational Emotive Therapy, and behavioral therapy. Program components included family therapy, education in human sexuality, victim awareness, interpersonal skills, anger management, grief work, journal keeping, survival skills, sex-role education, substance abuse work, and general education. (Relevant materials including training resources and lists of programs are appended.) (NB)

ED 285 059 CG 020 101

Flowers, R. Barri

The Adolescent Victim of Crime and Delinquency.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Antisocial Behavior; *Child Abuse; Child Neglect; *Delinquency; Family Characteristics; Intervention; *Prevention; Sexual Abuse; *Victims of Crime

Child maltreatment and juvenile delinquency have both been widely studied. While statistics on the number of cases of abuse or delinquency are quite high, they are considered conservative, and estimates of actual as opposed to reported cases are much higher. There are striking parallels between adolescent victimization and adolescent antisocial behavior and many researchers have associated one with the other. Although the victimization of adolescents has not been proven to cause antisocial behavior, the association between the two is both real and significant and cannot be dismissed in the study or prevention efforts of either. In order to better address adolescent victimization and delinquency, it is necessary to direct greater emphasis toward empirical research on delinquency and its relationship to adolescent maltreatment. Juvenile authorities need to be prepared to deal with both maltreatment and delinquency issues. The school needs to play a greater role in the identification and prevention of maltreatment and delinquency. Rather than being treated as criminals, delinquents should be recognized as victims of inadequate societal and family systems. Better counseling and follow-up of maltreated youth are needed to lower their risk of delinquency. Parents need to understand their role in maltreatment and in delinquency. While prevention is a major goal, more funding is needed for both research and program design. (NB)

ED 285 060 CG 020 102

Drown, Barbara

Residents in Wisconsin Juvenile Correctional Institutions on June 30, 1986 with Five-Year Trends for 1982-1986. Statistical Bulletin C-58.

Wisconsin State Dept. of Health and Social Services, Madison. Div. of Corrections.
PUB DATE- Feb 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Correctional Institutions; *Delinquency; Demography; Ethnic Groups; *Individual Characteristics;

*Institutionalized Persons; *Residential Schools; Sex Differences
IDENTIFIERS- *Wisconsin

This document presents data on the residents of the two correctional institutions for juvenile offenders operated by Wisconsin's Division of Corrections: Ethan Allen School for boys which housed 287 boys on June 30, 1986 and the co-educational Lincoln Hills School which housed 203 boys and 36 girls on that date. Three pages of descriptive text present admission criteria and information on the populations served by the institutions. Eleven data tables are included in the report which provide 1986 statistics on residents in juvenile institutions by institution and by sex. Data are provided on: (1) types of admission; (2) race and ethnicity; (3) region and county of commitment; (4) major delinquent act just prior to admission; (5) major problem areas; (6) current age; (7) current disabilities; (8) highest grade completed; (9) tested grade level; (10) intelligence estimate; and (11) time in institution. Tables illustrating selected characteristics of juvenile males in residence on June 30, 1982-1986 and selected characteristics of juvenile females in residence on June 30, 1982-1986 are appended. (NB)

ED 285 061 CG 020 103

Burns, Arnold I.

Address of the Honorable Arnold I. Burns, Deputy Attorney General of the United States.

Department of Justice, Washington, D.C.
PUB DATE- 10 Jun 87
NOTE- 16p.; Address delivered at the National Conference on Missing and Exploited Children (2nd, Chicago, IL, June 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; *Child Advocacy; *Children; Court Role; *Crime; Crime Prevention; *Federal Legislation; *Federal Programs; Federal State Relationship; *Government Role; Law Enforcement
IDENTIFIERS- *Missing Persons

Finding missing children is a national problem. The increasing mobility of American society often hampers law enforcement's ability to follow missing children cases. A federal response to coordinate and assist in the effort to locate and recover missing children was initiated in 1984 when the Department of Justice established the National Center for Missing and Exploited Children. The Center has become a valuable resource for law enforcement agencies, parents, missing children's organizations, and others working to reduce the incidence of crimes against children and to deal more effectively with crimes when they do occur. The Missing Children's Assistance Act of 1984 created a program to coordinate and disseminate information about missing and exploited children. The Department of Justice has undertaken studies to assess the number of children out of parental custody nationally, to estimate the number of children reported missing to law enforcement agencies, to examine psychological consequences for exploited children, and to formulate strategies for changing court practices with child victim witnesses. The Department of Justice also provides law enforcement training programs, a public awareness campaign, and assistance to state clearinghouses and voluntary missing children's organizations. Priorities for the Missing Children's Program include prevention, training, and guidance for returning children. Assistance for child victims, prosecution of criminals, and increased protection of children are still needed. (ABL)

ED 285 062 CG 020 104

Talbot, Gilles L.

The Relationship between Student-Teacher Attributions and Student Abandon and Failure Behaviors.

Champlain Regional Coll., Sainte Foy (Quebec).

SPONS. AGENCY- Quebec Dept. of Education, Quebec.
REPORT NO.- ISBN-2-550-17544-1
PUB DATE- 87
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Academic Persistence; Achievement Need; *Attribution Theory; *Cognitive Style; College Students; Foreign Countries; Formative Evaluation; *High Achievement; Higher Education; Interpersonal Relationship; *Learning Processes; *Low Achievement; Student Characteristics; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Quebec

This report examines the relationship between attributions that explain the present by examining past behaviors and those that examine current behaviors to predict and control future behaviors. A fundamental difference is proposed between students who are high versus low in academic need achievement. The high achievement student is described as one who prefers a direct achievement style of monitoring the relation of past to present behavior to better predict his future behavior and is therefore receptive to formative feedback. The low achievement student, in contrast, is described as one who appears to favor the interpersonal relations aspect of communication with the teacher and is less receptive to formative feedback. Student attribution and perception of the teacher primarily as an agent for formative feedback or as a social facilitator is discussed as making a critical difference to student achievement style. The report proposes that the teacher could benefit from knowing that low achieving students need relational achievement styles to reinforce their attempts to cognitively restructure expectations about ability and effort toward academic performance. The report concludes by describing one college's attempts to rethink its handling of low achieving students. A seven-page reference list is included. (Author/NB)

ED 285 063 CG 020 105

Talbot, Gilles L.
Student Motivation & Educational Life-Skills: Fostering Positive Attitudes for Learning to Learn through the Acquisition of Feedback Skills.
Champlain Regional Coll., Sainte Foy (Quebec).
SPONS. AGENCY- Quebec Dept. of Education, Quebec.
REPORT NO.- ISBN-2-550-17543-3
PUB DATE- 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Academic Persistence; Achievement Need; Cognitive Style; *College Students; *Feedback; Foreign Countries; Higher Education; *Learning Processes; *Skill Development; *Student Motivation; *Teacher Role; Teaching Methods
IDENTIFIERS- *Educational Life Skills; Quebec

This report concerns the dilemma faced by students enrolled in Quebec's Colleges de l'Enseignement General and Professional and by students everywhere as more and more emphasis is placed on the content of learning rather than on learning how to learn. The construct of educational-life skills is introduced and a taxonomy of feedback materials is presented that may stimulate the student's adaptive responses to complex social situations in the academic milieu. Educational-life skills are defined as concerning the development in students of the awareness, understanding, and use, with the teacher's help, of the interpersonal relations, communications, problem-solving, and critical thinking skills which relate to learning to learn. Chapter 1 defines educational-life skills, their domain and range, and the limits for the context and process of feedback. Chapter 2 explains feedback; the relationships among communication, feedback, and educational-life skills; and the cognitive content and affective process associated with feedback. Chapter 3 identifies student-teacher feedback variables and argues that knowledge about their use helps to explain student behaviors that border on learned helplessness. It is suggested that by providing students with educational-life skills feedback, teachers can increase student persistence and academic achievement. Chapter 4 presents the Taxonomy of Educational-Life Skills and an index for the taxonomy. (NB)

ED 285 064 CG 020 106

Inglehart, Marita Rosch; And Others

Gender Differences in Academic Achievement--The Result of Cognitive or Affective Factors?

PUB DATE- May 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Need; Affective Behavior; College Students; Higher Education; *Influences; Medical Students; *Motivation; Predictor Variables; *Sex Differences; *Values

While men and women in 1987 may be able to achieve equally in academic settings, gender differences in affective and value factors associated with achieving academically may exist. Differences in the values attached to academic achievement and thus the motivation behind achievements, and feelings about the situation in which education takes place are especially important when individuals enter a new educational environment. A study was conducted to test the hypothesis that men's academic achievement is better predicted from indicators of prior achievement, mastery-related expectations, and mastery-oriented values, while women's achievement is better predicted from person-related values and evaluations of the atmosphere in the academic program. Subjects were 160 male and 90 female students enrolled in Inteflex, an integrated bachelor of arts-doctor of medicine program at the University of Michigan. Academic achievement was measured by total scores on the National Board of Medical Examinations-I; mastery-related and person-oriented values were assessed through self-administered questionnaires; and prior achievement was assessed using high school data and Scholastic Aptitude Test scores. The results of regression analyses support the hypothesis, suggesting that men's and women's academic achievement arise out of different motivations and are influenced by different factors. (Author/NB)

ED 285 065 CG 020 107

Gerber, Gwendolyn L.

Story Themes from the Family Distance Doll Placement Technique: A Method for Assessing Patterns of Closeness and Distance in Families of Disturbed and Normal Boys.

PUB DATE- 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Diagnosis; *Diagnostic Tests; *Emotional Disturbances; Family Counseling; *Family Relationship; *Learning Disabilities; *Parent Attitudes; Parents; Preadolescents; Projective Measures; Sons; Story Telling
IDENTIFIERS- *Family Distance Doll Placement Technique; *Individuation

The diagnosis and evaluation of families applying for family therapy is necessary to identify problems in their relationships that can be effectively integrated into treatment. In the Family Distance Doll Placement technique, a diagnostic tool for assessing patterns of closeness and distance within the family, parents are asked to make up stories about a family involving five different emotional themes, and to place a family of four dolls to represent what is happening in their story. Research involving 30 families divided into groups, with 10 families in each group, had shown that parents of emotionally disturbed boys and parents of boys with learning problems differed from parents of normal boys in their use of particular types of doll placements. The present study showed that these parents also differed in the kinds of family relationships that doll placements were used to portray. Parents in the two symptomatic groups told stories in which family members were not fully individuated. Mothers of the emotionally disturbed boys portrayed intensely ambivalent family relationships, with superficial closeness between several family members dependent on the separation of another member from the family. Parents of boys with learning problems emphasized family "togetherness," banding together and protecting the family from a threatening external community. In contrast, parents of normal boys perceived family members as individuals who felt close to one another and integrated into the community. (Stories told by parents are appended.) (Author/NB)

ED 285 066 CG 020 108

Mason, Avonne; And Others
Prediction of Interests from Values: A Longitudinal Investigation.
PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Objectives; College Students; Higher Education; *Interests; Longitudinal Studies; *Medical Students; *Models; *Predictor Variables; Specialization; *Values
IDENTIFIERS- *Specificity
Interest in the attitude-behavior relationship has generated much research since the concept was introduced into research in 1934. This study examined the relationship between values and behavioral intentions, specifically in regard to interest in entering a particular medical specialization. Using structural equation techniques and a longitudinal design, six theoretical models linking these variables were tested. The study investigated whether the specificity principle from the attitude-behavior research would apply to values and behavioral intentions as well. Using structural equation techniques, it was found that the specificity principle could be applied to the value-behavior domain: models in which general values predicted interests fit second- and sixth-year data significantly better than did models in which specific values predicted interests. For the first-year data, specific and general value models were not significantly different. The study also examined whether values would better predict behavioral intention after experience with the valued field of interest had occurred. Longitudinal data from 250 students in an integrated bachelor of arts-doctor of medicine program (Inteflex) at the University of Michigan revealed that the amount of variance explained by the theoretical models increased with experience when general values were used as predictors of interest, and decreased when specific values were used as predictors. These findings suggest implications in connection with the basic debate about the difference between inference and preference. (Author/NB)

ED 285 067 CG 020 109

Inglehart, Marita Rosch; And Others
The Impact of Possible Selves on Academic Achievement--A Longitudinal Analysis.
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Need; *Career Choice; College Students; *Goal Orientation; Higher Education; Medical Students; *Motivation; *Persistence; *Professional Recognition; Self Concept; Specialization
IDENTIFIERS- *Possible Selves
Possible selves represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming in the future. Possible selves contribute to the motivation process in two ways. By providing a person with a specific goal for which to strive, they structure both thoughts and actions. Possible selves also motivate the person by providing the emotional energy to persevere in pursuing the goal. This study investigated the role of possible professional selves as predictors of academic achievement and tested the hypotheses that the more a person focuses on one possible professional self, the better the later achievement will be; and that the more a person imagines a future professional career as satisfying and as attractive, the better the achievement will be. These two hypotheses were tested using data from a longitudinal 6-year study of 250 students enrolled in an integrated bachelor of arts-doctor of medicine program (Inteflex) at the University of Michigan. A self-administered questionnaire completed three times over the course of the study provided information on students' focus on medicine as the only career, their view of medicine as a satisfying career, and their view of their chosen specialty as attractive. Results from these questionnaires and from four measures of academic achievement provide clear support for both hypotheses. (Author/NB)

ED 285 068 CG 020 110

Forman, Bruce D.
Neuro-Linguistic Programming in Couple Therapy.
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the Annual Conference of the American Association for Marriage and Family Therapy (44th, Orlando, FL, October 23-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Cognitive Restructuring; Cognitive Style; *Counseling Techniques; *Emotional Response; Interpersonal Competence; *Interpersonal Relationship; Marriage Counseling; Neurolinguistics
IDENTIFIERS- *Couple Therapy; *Neurolinguistic Programming

Neuro-Linguistic Programming (NLP) is a method of understanding the organization of subjective human experience. The NLP model provides a theoretical framework for directing or guiding therapeutic change. According to NLP, people experience the so-called real world indirectly and operate on the real world as if it were like the model of it they have constructed. If a client has a problem, it is due to a limitation in his/her model of reality. In couple therapy, there may be a problem with one or both members' model or with the couple's shared reality. In using NLP in couple therapy, meta model questioning techniques for clarifying relationship goals can be effective in defining issues and establishing well-formed outcomes. Another NLP tool useful in couple therapy involves "collapsing anchors," with anchors being classically conditioned stimuli. Clients are taught to recognize negative anchors and to replace them with positive anchors. Family of Origin work is also a useful technique for understanding the sources of trauma and how dysfunctional patterns of relating to others were developed. In NLP the emphasis is on making changes in the client's mental organization of reality so they can have more choices and can behave differently in a variety of contexts. The outcome of NLP-based interventions should be observable in the relationship contexts. (NB)

Coalson, Freda; Chu, Lily

Teacher and Parental Involvement in the Treatment of a Preschool Antisocial Child.

PUB DATE- 6 Nov 86
NOTE- 14p.; Paper presented at the Annual Rocky Mountain Educational Research Association Conference (Albuquerque, NM, November 5-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Behavior Theories; *Intervention; Peer Relationship; *Preschool Children; Preschool Education; Problem Children; *Teaching Methods

When children experience serious problems with peer relationships there is increasing evidence that these children are at risk for a variety of adjustment problems later in life. This study utilized a variety of interventions to decrease negative behaviors in an active 4-year-old in a preschool setting referred by his teacher for noncompliant, aggressive, and socially inappropriate behaviors. The subject's negative behaviors were counted in observations lasting one hour per day, 5 days a week for approximately 5 weeks. After establishing a baseline of positive and negative behaviors, three interventions were attempted. The first intervention was extinction and shaping. Extinction was used to reduce negative behaviors. Teachers were encouraged to develop a high tolerance for minor negative behaviors. Shaping with positive reinforcement was used to increase positive behaviors. Teachers watched for positive behaviors and rewarded the subject immediately with social reinforcers. The second intervention added coaching to extinction and shaping in which discussion of negative behaviors was used. The third intervention added parental involvement. Results showed the techniques of extinction and shaping to be effective in reducing the subject's negative behaviors from an average of 16 per hour to 9.7 per hour. Coaching did not improve the outcome and there was not adequate time to access the effect of parental involvement. (ABL)

ED 285 070 CG 020 112

Lucarine, Lewis J.

The Effects of an Aerobic Exercise Program on Anxiety Levels of Recovering Alcoholics.

PUB DATE- May 87
NOTE- 52p.; Master's Thesis, Trenton State College. Paper presented at the Annual National Symposium on Building Family Strengths (10th, Lincoln, NE, May 13-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Aerobics; *Alcoholism; *Anxiety; Drinking; *Exercise; *Rehabilitation Programs

The effect of an aerobic exercise program on the anxiety levels of recovering alcoholics was studied. Two groups of 25 volunteers each, from 3 alcoholism/rehabilitation programs in New Jersey, were assigned to control and experimental groups. Both groups received pre- and post-tests of the Spielberger State-Trait Anxiety Inventory. The control group was instructed not to exercise for the 4-week test period. The experimental group received the aerobic exercise treatment program in which the subjects exercised three times a week for 15-30 minutes. Pulse rates during exercise were kept at 60 to 80 percent of maximum for the exercise session. Post-test anxiety scores of the experimental and control groups did not reveal a statistically significant difference in anxiety levels. However, pre- and post-test scores for the experimental group were significantly different, suggesting that the treatment may have had the desired effect. (ABL)

ED 285 071 CG 020 113

Fatum, Wm. Roger
Project O.P.T.I.O.N.: Motivational Educational Counseling Tool.

PUB DATE- Apr 87
NOTE- 70p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987). Prepared at Jamesburg Training Schools for Boys (New Jersey).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Communication Skills; Correctional Institutions; Crime; Delinquency; *Delinquency Prevention; *Delinquent Rehabilitation; Elementary Secondary Education; *Peer Counseling; Peer Relationship; *Self Concept

Project OPTION (Offenders Preventing Trouble in Our Neighborhoods) is a peer leadership delinquency prevention program developed at the Jamesburg Training Schools for Boys, a New Jersey Correctional Facility. This program develops incarcerated youths into peer leaders through counseling and educational programs. These peer leaders help public and parochial students understand the ramifications of getting into trouble, not by using a threatening technique, but by using peer counseling techniques which allow the peer leaders to talk rationally, objectively, and intelligently to visiting students about options open to the students. This program allows the incarcerated youth to explore the circumstances that got them into trouble. Self-esteem, peer leadership abilities, and caring are developed. The interface with the community breaks the negative peer communication cycle. Project OPTION is based on interpersonal relationships; getting adolescents to talk with their own peer group; and helping adolescents to make commitments to themselves to improve their self-awareness, upgrade their self-concepts, and set realistic standards for themselves. Nearly half the document is made up of the appendices, which include: (1) screening procedures and data sheet; (2) weekly progress report; (3) parent/teacher and student questionnaires; (4) agenda for a middle school program; (5) a script for a slide presentation; and (6) a description of the cottages and program at Jamesburg. (ABL)

ED 285 072 CG 020 114

Karr, Sharon K.; Johnson, Patricia L.
Measuring Children's Stress: An Evaluation of Methods.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; Elementary Secondary Education; *Evaluation Methods; *Psychological Evaluation; Psychometrics; School Counseling; *School Psychologists; Stress Management; *Stress Variables; Test Interpretation
IDENTIFIERS- Childrens School Questionnaire; Life Events Scale Children; Psychological Stress Evaluator; Stress Response Scale (Chandler); Structured Pediatric Psychosocial Interview

Although much research has been done examining adult stressors, only recently have researchers focused attention on measuring levels of stress in children. Because children tend not to be aware of their own tense state, instruments are needed to measure levels of stress in children. The two main methods of measuring stress in children are to ask the child directly and to use significant adults in the child's environment to rate the child's level of stress. This paper describes and evaluates several methods of measuring stress in children: (1) Coddington's Life Events Scale-Children; (2) Chandler's Stress Response Scale; (3) Webb, VanDevere, and Ott's Structured Pediatric Psychosocial Interview; (4) Phillips' Children's School Questionnaire; and (5) Wiggins, McCranie, and Bailey's Psychological Stress Evaluator. It is noted that the limited research which characterizes most of these instruments presents problems of reliability and validity. The use of a multi-measurement approach by a school psychologist to assess the effects of stress on an individual child is recommended. These factors are listed: identification of stressors in the child's life, the child's adjustment to and perception of these stressors, and assessment of the impact of the stressors on the child's functioning. The paper concludes by noting that the instruments provide information useful in understanding a child as well as in designing a stress management plan. (ABL)

Yee, Darlene; Barley, Linda R.
Gerontology and Health Education at the Baccalaureate Level.
PUB DATE- May 87
NOTE- 13p.; Paper presented at the Annual Northeastern Gerontological Society Conference (7th, Hartford, CT, May 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; *College Programs; College Students; *Gerontology; Higher Education; *Majors (Students); *Program Evaluation
IDENTIFIERS- *City University of New York York College

An evaluation of the Bachelor of Science degree program in Gerontological Studies and Services (GSS) at York College of the City University of New York was undertaken. Participants in the study were enrolled in or had completed a gerontology course or had graduated with a GSS major. From a potential pool of 200 persons generated from alumni and course rosters from 1981-1986, 140 participants were surveyed by a self-administered questionnaire. The questionnaire included sections on demographics, education, employment, and an assessment of York College's Gerontology Program. Results indicated that most of the GSS majors/graduates were employed in the field of gerontology and were attending or had complete graduate studies in gerontology. Majors/graduates delivered an excess of 4,000 hours of community service. The GSS was shown to have accomplished its goals of mastery of entry level skills, academic preparation for graduate school, and experiential qualifications through field practicum. Study participants' recommendations for improvement included coursework in nursing home administration, increasing field practicum hours, and specific suggestions on two of the courses. Participants felt that the Adapted Physical Education Course did not focus enough on the needs of the aging adult. Over 80 percent of respondents recommended that York College develop a Master's program in Gerontology. (Survey questionnaire is included.) (ABL)

ED 285 074 CG 020 116

First Report to the General Assembly of the Rhode Island Task Force on Teenage Suicide Prevention.

Rhode Island Office of the Lieutenant Governor, Providence.
PUB DATE- May 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Perception; Secondary Education; *Secondary School Teachers; *State Programs; *State Surveys; *Suicide; *Teacher Workshops
IDENTIFIERS- *Adolescent Suicide; *Rhode Island

This document reports on the activities of the Rhode Island Task Force on Teenage Suicide Prevention which held its first meeting in September 1985. The function, progress, membership, and meetings of the three committees (public relations, resource, and research) are discussed. A pilot program on suicide prevention is described which provided teachers in four public high schools with a 2-day workshop on suicide information and attitudes toward death and suicide. It is noted that teachers were expected to teach workshop information to their students. Early evaluation of the program is described as positive; helping behaviors reportedly increased. Regional and national networking activities on teenage suicide issues are discussed. National and statewide statistics on teenage suicides are presented, including results of a study of 70 teenage suicides from 1975-1983. The report concludes that teenage suicide is preventable and the task force will endeavor to institute a framework for comprehensive teenage suicide awareness. (ABL)

ED 285 075 CG 020 118

Stone, Marylee
Chemical Dependency Regional Needs Assessment: Northeastern Minnesota.
PUB DATE- Apr 87
NOTE- 117p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholism; Drug Abuse; *Drug Addiction; *Drug Rehabilitation; Financial Problems; Networks; *Program Effectiveness; *Trend Analysis; Use Studies
IDENTIFIERS- *Minnesota

The Minnesota Model of Chemical Dependency Treatment, which evolved from a combination of the grassroots Alcoholics Anonymous movement and the State Mental Health Services in the 1960s has made Minnesota an international leader in chemical dependency treatment efforts. Northeastern Minnesota has shared this reputation with the state. In spite of the profound growth and evolution which has touched mainstream Minnesotans through community, schools, corporations, churches, and health care, the chemical dependency services have experienced declining utilization over the past decade. Networking and finance were considered factors present in this decline. To help program executives make current and projected decisions in regard to chemical dependency services offered in northeastern Minnesota, a study was conducted which investigated the declining use of chemical dependency treatment agencies in northeastern Minnesota. Key referents (N=74) in the fields of medicine, mental health, social services, chemical dependency, religion, and employee assistance were interviewed using an interview guide with open-ended questions. The respondents' answers to eight questions concerning 10-year comparative impressions of the chemical dependency field were analyzed. A theoretical framework was identified illustrating the institutionalization process of chemical dependency services into the health care system of northeastern Minnesota. This theoretical framework has generated many hypotheses for future research in the region, state, and elsewhere. (NB)

ED 285 076 CG 020 119

Dickerson, Richard; And Others
Dropout Information from Virginia's School Divisions.
Virginia State Dept. of Education, Richmond.
PUB DATE- Apr 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Programs; *Dropout Rate; Dropout Research; *Dropouts; Elementary Secondary Education; School Districts; *State Surveys
IDENTIFIERS- *Virginia

The first section of this report provides information comparing selected dropout data from the Virginia State Department of Education's publication "Facing Up" for the years 1980-1985. The report states that the comparisons were made to show the need to continue efforts to reduce the number of dropouts and to provide programs for those who have already dropped out. The second section of the report provides information from a 1985 dropout survey. Listed are those school divisions in Virginia which reported having programs/activities to prevent dropouts and those having programs/activities for students who have already dropped out. Succinct phrases identifying activities are supplied. A contact person for each school division is listed. The third section summarizes information from the July 1985 Virginia dropout survey, including number of reports, expenditures, courses, activities/programs, and successful activities. The dropout survey questionnaire and rankings of school divisions by dropout rates are included. (ABL)

ED 285 077 CG 020 120

Neubauer, Nancy A.; Rounds, James B., Jr.

The Effect of Graduate Training on Counseling Students' Perceptions of Disabilities: A Longitudinal Study.

PUB DATE- 24 Apr 87
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Counselor Attitudes; *Counselor Training; *Disabilities; Graduate Students; *Graduate Study; Higher Education; *Longitudinal Studies; Perception; Stereotypes

The structure and salience of disability perceptions among rehabilitation counseling students were investigated with a longitudinal design. A questionnaire was developed in which students (N=14) were asked to judge the similarity of all pairs of 12 disabilities and to rate each of the disabilities on 14 attribute scales. Students were assessed at four time-points: prior to admission, at the end of the first and second years of study, and one year following completion of a 2-year master's degree program. Three-way multidimensional scaling of disability proximity data indicated that the structure of disability perceptions remained relatively stable during graduate training, but changed dramatically in the year following graduation, during which time counselors were employed in the rehabilitation field. Two dimensions labeled severity and responsibility were found to be similar to dimensions from cross-sectional research. A normality dimension previously identified in cross-sectional research was not found in the present study. Results imply that while disability perceptions are highly resistant to change, there is reason to believe that the salience of the dimensions organizing perceptions of disabilities can be altered by graduate training. Future research might examine disability perception of counselors engaged in ongoing training in comparison with disability perceptions of counselors not pursuing further training. (The appendix includes attribute scales and data tables.) (Author/ABL)

ED 285 078 CG 020 121

Stickney, Jeffrey L.
Dreaming and Schizophrenia.
PUB DATE- May 87
NOTE- 49p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Etiology; *Eye Movements; *Neurological Impairments; *Physiology; Psychological Patterns; Psychophysiology; *Schizophrenia; Sleep
IDENTIFIERS- *Dreams; *Rapid Eye Movements

Parallels between dream states and schizophrenia suggest that the study of dreams may offer some information about schizophrenia. A major theoretical assumption of the research on dreaming and schizophrenia is that, in schizophrenics, the dream state intrudes on the awake state creating a dreamlike symptomatology. This theory, called the REM (rapid eye movement) Phasic-Event-Intrusion Hypothesis (RPEIH), postulates that dream state intrusion results from physiological malfunctions or deficits in the schizophrenic's brain. Research on dreaming and schizophrenia published within the last 20 years, including 26 empirical studies, 2 literature reviews, and 1 theoretical paper were reviewed and analyzed in relation to the RPEIH. It was hypothesized that studies which showed that the boundary between awake and dream consciousness was less distinct in schizophrenics than in other populations would lend support to the RPEIH. The studies were divided into three categories: (1) REM deprivation effects in schizophrenics; (2) differential dream content in schizophrenics; and (3) REM physiological abnormalities in schizophrenics. The review concluded that there is some empirical support for the RPEIH in each of these three categories, although many questions remain to be answered. (NB)

ED 285 079 CG 020 122

Krois, Deborah Helen

Children of Alcoholics.
PUB DATE- May 87
NOTE- 48p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Alcoholism; *Child Development; Childhood Needs; *Children; *Family Characteristics; Family Problems; *High Risk Persons; Parent Child Relationship; *Parent Influence
IDENTIFIERS- *Children of Alcoholics

Although alcoholism has long been considered a serious problem, the impact of parental alcoholism on children has only recently begun to receive attention from researchers and clinicians. A review of the empirical literature on children of alcoholics was conducted and it was concluded that children raised in an alcoholic family are at increased risk for developing school problems, substance abuse in adolescence and/or adulthood, social difficulties, hyperactivity, low self-esteem, an external locus of control, and legal difficulties. Most studies on children of alcoholics obtained their samples from treatment groups. One study, using a nonclinical sample, suggests that the clinical alcoholic may not be representative of the alcoholic population in general. More studies using nonclinical samples are needed before results can be generalized. An examination of whether the empirical literature identifies the alcoholic family system as a unique form of systemic dysfunction or as equivalent to other pathological families revealed that only one study attempted to address this issue. Consequently, no definitive conclusions could be drawn. An examination of the alcoholic family system in light of the findings of clinicians who have worked extensively with alcoholic families focused on interpersonal relationships, co-dependency, Post Traumatic Stress Disorder, and emotional interactions among family members. A 63-item reference list concludes the document. (Author/NB)

Aram, Alan W.
Cognitive-Behavioral Marital Therapy: In Transition.
PUB DATE- May 87
NOTE- 60p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Affective Behavior; *Behavior Modification; *Cognitive Restructuring; *Counseling Techniques; *Interpersonal Relationship; Marital Instability; Marital Satisfaction; *Marriage Counseling; Spouses

Empirical research on behavioral marital therapy (BMT) was reviewed and it was concluded that BMT, with its emphasis on working on a strictly behavioral level with married couples, was an effective form of therapy. Six component analysis studies were then examined which showed a general trend in the studies indicating that strictly behavioral interventions could be made more effective as cognitive and affective elements of marital interactions were addressed. Correlational research studies on some of these cognitive and affective elements were reviewed to demonstrate how they affect marital interaction. A review of six correlational studies examining cognitive elements revealed a high degree of irrational beliefs and causal attributions in distressed marriages. A review of six correlational studies examining affective elements illustrated the reciprocal and reactive nature of the affective elements in distressed marital interactions. While affective elements appeared to be more important in predicting marital satisfaction and in predicting the behavior of a spouse than were verbal/cognitive elements, an emphasis on both cognitive and affective elements could help to make BMT more effective. (NB)

ED 285 081 CG 020 124

Neill, Stephanie Anne
Early Family Influences in the Etiology of Homosexuality.
PUB DATE- May 87
NOTE- 41p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; *Etiology; Family Characteristics; Family Influence; Fathers; *Homosexuality; *Lesbianism; Mothers; Parent Child Relationship; *Parent Influence; Parent Role; Sex Differences; *Sexual Identity

The etiology of homosexuality is probably best explained from a multidimensional framework which takes into account socialization, family background, and individual developmental factors. A research review was conducted to examine the influence of parental characteristics in the etiology of homosexuality. The findings of the review support the contention that parental characteristics are related to the development of a homosexual orientation in both males and females. While causality has not been demonstrated, the incidence of negative parental factors in the backgrounds of homosexuals as compared to heterosexuals clearly suggests that the relationship of these factors to the development of homosexuality cannot be overlooked. These negative parental characteristics may influence the development of homosexuality due to their impact on gender identity formation in the child. Compared to heterosexuals, homosexual men were found to be more likely to recall domineering mothers who discouraged their masculine development. Compared to heterosexual women, homosexual women tended to report rejecting, less influential mothers. Homosexuals of both sexes reported absent, weak, and/or nonaffectionate fathers. (NB)

ED 285 082 CG 020 125

Poston, Vin
Characteristics of Children of Alcoholics--A Review of Empirical Studies.
PUB DATE- May 87
NOTE- 57p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Alcoholism; *Child Development; *Children; Emotional Development; *Family Characteristics; Interpersonal Relationship; *Parent Influence; Personality Traits; Physical Health; School Involvement; Sexual Identity
IDENTIFIERS- *Children of Alcoholics

Although it has been estimated that 28,000,000 Americans may be children of alcoholics, these individuals have only recently been given serious attention by researchers and clinicians. Empirical studies pertaining to the effects of having alcoholic parents were reviewed and several clusters of characteristics were derived from the findings: (1) emotional traits; (2) personality characteristics; (3) identity issues; (4) physical health; (5) social relationships; and (6) school involvement. Within each of these clusters, individual factors were examined and were found to vary as to the degree of consistency and quantity of empirical data. In general, however, a useful degree of consensus was found and existing conflicts were tentatively resolved. The studies do not eliminate the possibility that many of the characteristics found in children of alcoholics may also occur in children from families which are dysfunctional in alternate ways. In addition, the studies have not explored the possibility that many children may have alcoholic parents without the stereotypical results. A 48-item reference list concludes the document. (NE)

ED 285 083 CG 020 126

Johnston, Janis Clark; Bernstein, Rhoda
Change the System! School Psychologist as Organizational Consultant.
PUB DATE- Mar 87
NOTE- 37p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Consultation Programs; Counselor Role; *Elementary Secondary Education; *Organizational Change; *Organizational Development; School Counseling; *School Psychologists; Schools

Organizational development (OD) within school systems is productive work for the school psychologist. Basic to all OD is the principle of maximizing a system's resources. Following organizational change in the business world, schools can profit greatly from system changes which address today's "people problems." Outside consultants often provide the impetus for such renewal, however, an expansion of the school psychologist's role to offer organizational consultation in meeting systemic needs is both challenging and self-renewing. School psychologists may not venture into organizational change issues because schools frequently do not focus on innovation. Also school psychologists may not have been trained in consultation skills or organizational interventions. Pathfinder prowess is not rewarded in education. Organizational development can increase sharing among school staff, leading to increased energy and morale boosts. Hopefully it is only a matter of time until organizational consultation becomes an accepted part of the school psychologist's role. (Three case illustrations within a public high school are described: employee assistance program providing counseling for troubled school staff and their families, an on-site day care center, and a sexual abuse prevention program.) (Author/ABL)

ED 285 084 CG 020 127

Keane, Barbara R.; And Others
Evolving Perspectives: Consultation, School Psychology, and the Clinical Setting.
PUB DATE- 5 Mar 87
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Consultation Programs; Counselor Training; Intervention; *Psychological Services; *Psychologists; *School Psychologists; Supervision; *Systems Approach

A training program was implemented to provide consultation services in a residential treatment center for emotionally disturbed individuals. Prior to the program's implementation, clinicians were discouraged and frustrated because staff needs could not adequately be met. Psychological services to 36 severely disturbed females, ages 12 to 22, were provided by just one psychologist and a pre-doctoral intern. Clinical services were reconceptualized emphasizing consultation and the systems-ecological model. Needs were categorized in terms of a four-level view of consultation: (1) direct service to the child; (2) indirect service to the child; (3) direct service to the teacher; and (4) direct service to the system. This model considers change from a circular rather than a linear framework, acknowledging that intervention at one level necessarily affects service at other levels. In the training program, consultative and supervisory knowledge bases were drawn upon and integrated. Supervision was conceptualized via a multi-tiered model. Though the advantages of the training program were appreciated by all proposed changes include: (1) expansion of the training program to students in the Masters of Social Work program; (2) a study assessing the value of an art therapy program; (3) the use of biofeedback; and (4) a resident assistant program. (ABL)

ED 285 085 CG 020 128

Appleby, Sandy; And Others
A Model for Church Based Services for Alzheimer Victims and Their Families: Interface with a Social Service Agency.
PUB DATE- Mar 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
AVAILABLE FROM- "Tender Loving Caregivers: How-To Manual on Developing Congregation Based Services, for Older Adults and Family Caregivers" Tri-City Community Mental Health Center, 3901 Indianapolis Blvd., East Chicago, IN 46312 ($10.00 for manual; Conference paper not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Church Programs; Disabilities; Home Programs; Human Services; *Older Adults; *Respite Care; *Social Support Groups; Volunteers; *Volunteer Training
IDENTIFIERS- *Caregivers; *Frail Elderly

Respite and in-home services have been identified by caregivers as vital for maintaining a frail older person in the community. A program called The Alzheimer Support/Tender Loving Caregivers Project was undertaken in northwest Indiana to strengthen the informal support network of disabled elderly in the community. An interfaith coalition of churches and a mental health center recruited and trained volunteers, identified impaired older persons and their families, and matched volunteers to need. Volunteers were instructed in providing respite, referral, and advocacy services to frail, homebound elderly and their families. To evaluate the program, descriptive data were collected from individuals attending training sessions, volunteers, caregivers, clergy/volunteer coordinators, and mental health professionals. Knowledge level after training, volunteer attrition and services, caregiver interviews, and coordinator interviews were used to rate and track the effectiveness of the program. Results showed that: (1) training increased knowledge and was favorably assessed by participants; (2) support groups were self-contained; (3) church congregations benefited from the educational component; (4) services were provided to 44 noninstitutionalized persons, most of whom were not church members; and (5) most service requests were handled informally although a formal interview was also used. Seventeen months was considered sufficient time to begin the coalition, recruit and train volunteers, and develop support groups. (Recommendations for replicating the project are included.) (ABL)

ED 285 086 CG 020 129

Demery, Marie
Stress Can Be a Friend: Approaches to Producing Good Stresses That Reduce and Control Bad Stresses.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assertiveness; *Coping; Exercise; *Health; *Individual Power; *Life Style; Nutrition; Relaxation Training; Self Control; *Stress Management; Time Management

Individuals can produce good stresses that will inhibit or eliminate the bad stresses of anxiety, depression, resentment, and hopelessness. This can be accomplished as individuals learn to include in their lifestyles these nine approaches: self-talk, commitment, self-control, challenge, interpersonal relations, time management, relaxation, exercise, and nutrition. When individuals become advocates of themselves, they are aware that their primary support comes from within, from their constructive, rational self-talks. Good health and a sense of fulfillment through self-expression are attained when individuals commit themselves to respectable work and causes. Self-control begins with taking charge of one's attitudes. Challenge provides a means of helping individuals to develop into flexible, resilient persons who can face the normal and unexpected circumstances of life. Assertiveness provides the key to successful interpersonal relationships. Time management helps individuals to use time wisely by making it more productive and by controlling and preventing bad stresses. Relaxation helps sustain balance in life by lowering and eliminating stress, improving health, reducing reliance on drugs, and maintaining energy and productivity. Exercise provides a means of removing individuals from pressures and stimulates the production of chemicals that benefit the body. Balanced nutrition helps to maintain a sound body and control of one's life. (A recommended reading list is included.) (Author/NB)

ED 285 087 CG 020 130

Ennis, Trudy Allen; Mason, Janet

The Use of Contempt to Enforce Child-Support Orders in North Carolina. Special Series No. 1.

North Carolina Univ., Chapel Hill. Institute of Government.
PUB DATE- Apr 86
NOTE- 25p.
AVAILABLE FROM- Institute of Government, University of North Carolina at Chapel Hill, Knapp Building 059A, Chapel Hill, NC 27514 ($2.50; $1.50 for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Childhood Needs; *Compliance (Legal); *Court Litigation; *Economic Status; Financial Problems; *Financial Support; *Parent Responsibility
IDENTIFIERS- *Child Support; North Carolina

In North Carolina the most common procedure for enforcing civil orders for the payment of child support is a contempt proceeding. The distinctions between civil and criminal contempt include different purposes of the contempt proceedings, different procedures that must be followed, and different consequences of a finding of contempt. Criminal contempt punishes a parent for past wrongful failure to pay support as ordered when he was able to do so; civil contempt forces a parent who is able to pay support to comply with a child support order. Three issues must be considered as they relate to civil contempt. First, the court must determine the contemnor's ability to pay by considering the parent's property and financial condition, assets and liabilities, ability and opportunity to work, and present income compared with income at the time of the original order. Secondly, for a finding of civil contempt, the failure to comply with an order must be judged to be an act of willful behavior. Finally, the essential issues of the burden of producing evidence and the burden of proof in civil contempt proceedings must be clarified. (Ten guidelines are included for ensuring fair hearings and minimizing the possibility that contempt orders will be reversed on appeal.) (NB)

ED 285 088 CG 020 131

Medicare and Medicaid: Effects of Recent Legislation on Program and Beneficiary Costs. Report to the Chairman, Select Committee on Aging, House of Representatives.

General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-87-53
PUB DATE- Apr 87
NOTE- 53p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Costs; *Federal Legislation; *Health Insurance; *Program Costs; Trend Analysis
IDENTIFIERS- *Medicaid; *Medicare

The General Accounting Office reviewed the effects of major legislative changes on Medicare and Medicaid program costs and the out-of-pocket costs to the programs' beneficiaries. Of 30 laws that affected Medicare and Medicaid enacted by Congress during the period 1980 through 1986, 5 were estimated to have the greatest effects on the costs of the two programs. Medicare cost growth trends were compared before and after the legislation for inpatient hospital care under Medicare part A and part B services. The results suggest that the five major laws passed during 1980 through 1986 contributed to a slowdown in Medicare cost growth during fiscal years 1981 through 1985 as compared with 1970 through 1980 data. Fiscal year 1982 Medicaid costs increased about 8 percent over 1981, a decline from the average annual cost growth rate of about 15 percent from 1973 through 1981. Some legislation contributed to the trend among states to increase Medicaid costs by expanding program eligibility and services. From 1980 through 1985, Medicare beneficiary average out-of-pocket costs increased about 49 percent for part A services and about 31 percent for part B services. Much of this increase could be attributed to legislation. Although the change in Medicaid recipient out-of-pocket costs could not be measured, it was found that many states expanded their cost-sharing requirements since certain legislative enactment. (NB)

Gottfredson, Denise C.

An Assessment of a Delinquency Prevention Demonstration with Both Individual and Environmental Interventions. Report No. 361.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- Feb 86
NOTE- 94p.
GRANT- 80-JN-AX-0005; 82-JS-AX-0037
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Delinquency Prevention; Dropout Rate; *Educational Environment; Elementary Secondary Education; Program Effectiveness; Program Evaluation; *School Activities; Student Alienation; *Student Attitudes; *Student Behavior; *Student School Relationship
IDENTIFIERS- *Project PATHE

Project PATHE (Positive Action Through Holistic Education) was a 3-year delinquency prevention program implemented in seven schools by the Charleston County, Maryland public school system between 1980 and 1983. An evaluation of the PATHE program was conducted which compared PATHE schools to two non-PATHE schools. Year-to-year differences in the PATHE school averages on measures of the project goals were also examined. The results suggest that the direct student services implemented did not reduce delinquent behavior, but did increase commitment to education as indicated by dropout, retention, and graduation rates, and by standardized achievement test scores. The program was found to have been effective in improving school climate. Students in the program schools grew more attached to their schools and perceived an increase in both the fairness of school rules and the extent to which their schools were characterized by planning and action. Students also developed more positive self-concepts, reported more belief in rules, had fewer suspensions, had lower levels of alienation, and reported their schools to be safer. The evidence supports the conclusion that the program represents an effective model for reducing several risk factors for delinquent behavior for the school population as a whole, and for increasing educational outcomes for high-risk individuals. (Five figures and 25 data tables are included.) (Author/NB)

ED 285 090 CG 020 133

Clarke, Patsy; Toerien, Fred
The NIPR Vocational Counselling Service in Natal: A Follow-Up Study.
National Inst. for Personnel Research, Johannesburg (South Africa). Council for Scientific and Industrial Research.
REPORT NO.- ISBN-0-7969-0422-7; PERS-410
PUB DATE- 86
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Career Counseling; *Career Guidance; *Counseling Services; Followup Studies; Foreign Countries; *Participant Satisfaction; Secondary Education; Secondary School Students; *Young Adults
IDENTIFIERS- *South Africa (Natal)

South Africa's National Institute for Personnel Research (NIPR) has provided a vocational counseling service for school leavers entering the labor market in the Johannesburg/Pretoria area since the 1950s. The NIPR established offices in, and introduced vocational counseling services to, various centers around the country. Vocational services were started in Natal in 1979. To obtain an evaluation of its vocational counseling service, the Natal Regional Office of the NIPR sent out questionnaires to 226 school leavers who had been counseled there. Questionnaires were also sent to 198 of their parents. Responses to the questionnaires showed that most clients and their parents had been satisfied with the service. As the 107 clients who returned questionnaires might have formed a biased sample, this group was compared with the group of non-respondents for a range of characteristics. The results showed no statistically significant differences between the two groups. This report contains a profile of the clients who visited the NIPR in Natal for vocational counseling, as well as a description of what the clients and their parents thought of the services. Implications are drawn for the NIPR vocational counseling service and for future research. Norm tables derived from the test results of Natal clients are included. (NB)

ED 285 091 CG 020 134

Cobb, Carolyn T.; Stacey, Dennis C.
Performance Appraisal and Accountability for School Psychologists: Issues and Procedures.
PUB DATE- Mar 87
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; Competence; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Job Performance; *Personnel Evaluation; *School Psychologists; State Standards; *Test Construction
IDENTIFIERS- *North Carolina

This document concerns performance appraisal as mandated by the North Carolina Legislature for all certified educational professionals. It notes that, in 1985, all newly certified professional education personnel, including school psychologists, came under the Initial Certification Program (ICP) requirements which issued newly certified school psychologists 2-year certificates and evaluted their performance at the end of 2 years to determine whether they possessed the skills of a practicing school psychologist. The need to establish competencies and functions of the school psychologist and to develop an instrument for performance appraisal are addressed. Content issues are discussed in the areas of an empirical basis for competencies, a framework for competencies, building competencies for the future, and identifying uniqueness. Process issues of how psychologists would be evaluated and who would conduct the evaluation are considered. Seven major functions for school psychologists are defined: (1) assessment and interpretation; (2) direct intervention for students; (3) consultation and training; (4) program development; (5) school psychology program implementation; (6) professional practice and development; and (7) communication and relationship skills. Methodological or procedural aspects of performance appraisal for school psychologists are addressed in the areas of formative versus summative aspects of performance appraisal, parameters of actual measurement of the school psychologist's performance, and implications for remaining formative and summative evaluation. The School Psychologist Performance Appraisal Instrument is appended. (NB)

Knauss, Jenny; Nelson, Krista
Homeless in Chicago: The Special Case of Pregnant Teenagers and Young Parents.
Illinois Caucus on Teenage Pregnancy, Carbondale.
PUB DATE- Nov 86
NOTE- 31p.; Paper presented at the Annual Children's Defense Fund National Conference (Washington, DC, March 11-13, 1987). A report from the Shelton Committee.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Females; *Homeless People; Housing Needs; Individual Needs; *Pregnancy; Urban Programs; *Youth Programs
IDENTIFIERS- *Illinois (Chicago)

This report from the Illinois Caucus on Teenage Pregnancy concerns the plight of an estimated 7,000 homeless teenagers in the state who are either pregnant or are teenage mothers. The scope of the homeless youth problem in Illinois is defined in the introduction. A section on dimensions of need focuses on the "feminization of homelessness," classifies subgroups of homeless pregnant youth and young parents, describes current beds and programs for these adolescents in Chicago, and examines the roles performed by shelters. A section on a city-wide service system lists three core principles vital to a city-wide plan for shelter care for pregnant teenagers and young parents and advocates a continuum of shelter components which would include outreach intake/emergency facilities, stable group homes and transitional shelters in communities, supervised independent living, and assistance with referrals to affordable housing units. The final section on barriers and recommendations discusses specific barriers which should be lowered to improve the short-term provision of shelter/housing for pregnant teenagers and young parents. Barriers are discussed in the areas of: (1) the legal status of youth in Illinois; (2) regulations affecting availability of and access to services; (3) legislation; (4) interagency coordination; (5) resources; (6) public education; and (7) research issues. Specific recommendations are listed for each barrier category. (NB)

ED 285 093 CG 020 136

Petersen, Anne C.; And Others
Responses to Developmental and Family Changes in Early Adolescence.
PUB DATE- Apr 87
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Adolescent Development; Adolescents; *Change; *Emotional Adjustment; Family Problems; High School Seniors; Intermediate Grades; Preadolescents; Secondary Education; *Self Concept

Research has identified several factors which may be stressful in early adolescence, including school change, puberty, and family changes. This study used a longitudinal cohort sequential design to examine whether stressful changes in early adolescence have impact beyond early adolescence. Of the 335 sixth graders initially sampled, 169 were available for follow-up as high school seniors. School achievement and self-image were measured; normative changes of timing and sequence of school change and puberty were examined; and non-normative family changes of divorce, remarriage, death, significant illness, and major job change of a parent were investigated. The hypothesis that school achievement would be more stable over time than would self-image was supported for girls, but not for boys. The two changes showing significant effects at follow-up with self-image were school transition and synchrony. Subjects experiencing two school transitions had significantly better self-images than did those with only one school transition. Those who went through puberty more than 6 months after school transition had higher self-images than did those who went through puberty at least 6 months before school transition. The findings suggest that early adolescence is a critical transitional period in development, not only for immediate effects but also for enduring consequences for school achievement and psychological adjustment. (NB)

ED 285 094 CG 020 137

Meredith, William H.; Abbott, Douglas A.
Satisfaction with Parenting: A Comparison of Urban and Rural Samples.
PUB DATE- May 87
NOTE- 16p.; Paper presented at the Annual National Symposium on Building Family Strengths (10th, Lincoln, NE, May 13-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Life Satisfaction; *Marital Satisfaction; *Parent Attitudes; Place of Residence; Quality of Life; *Rural Urban Differences

Although parenting is seen as one of the major roles most adults undertake in their lives, satisfaction with this role has received relatively little attention in past research. A study was conducted to examine parenting satisfaction as it relates to residence in an urban or rural setting. Urban (N=395) and rural (N=115) parents completed a survey instrument in which they rated their self-perceived parentiing satisfaction as well as their life satisfaction, marital satisfaction, and quality of their parenting. The results revealed a significant difference in parenting satisfaction between urban and rural subjects, with 79% of the urban sample reporting satisfaction with parenting compared to 87% of the rural sample. Ten variables including place of residence were placed into a stepwise multiple regression equation. Place of residence failed to enter the regression equation and was not a significant predictor of parent satisfaction. Thirty specific satisfactions were placed into a separate regression to predict parent satisfaction. Individual satisfactions were found to have little predictive value. Measures that did account for much of the variance were other self-perceived evaluations such as life satisfaction and marital satisfaction. (Author/NB)

ED 285 095 CG 020 138

Tyson, Dan

How To Make and Use Scattergrams in College Counseling: A Manual for School Counselors.

PUB DATE- Sep 87
NOTE- 16p.; Paper presented at the Annual Conference of the National Association of College Admission Counselors (43rd, Seattle, WA, September 29-October 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; *Admissions Counseling; *College Admission; *College Bound Students; College Choice; College Entrance Examinations; *Counseling Techniques; Decision Making; Grade Point Average; High Schools; *School Counselors; Scores; *Selective Admission
IDENTIFIERS- *Scattergrams

This manual presents an admissions scattergram as a tool to help school counselors who are working with high school students making college decisions. The approach described in the manual encourages student initiative in exploring, discovering, and deciding by following a rational process of understanding how to make an appropriate decision. An admissions scattergram is defined as the charted application history of students from a certain school to a certain college. Reasons why admissions scattergrams have not been used in the past are explored and suggestions are offered for collecting the data needed to create a scattergram. It is noted that the most comprehensive survey on selective admissions practice concluded that in most selective universities grades and test scores constituted about 75% of the rationale to admit or deny admission. The admissions scattergram is described as focusing on relating test scores and grades by assigning X, the horizontal range, to be the test index scale and Y, the vertical range, to be the grade point average scale. The scattergram format is presented and ways to use a scattergram in counseling college-bound students are discussed. (NB)

ED 285 096 CG 020 139

Towers, David A.; And Others

Metaphor as a Tool for Counselors.

PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Restructuring; College Students; *Counseling Techniques; *Definitions; Graduate Students; Higher Education; *Interrater Reliability; *Metaphors

Metaphor has recently become a topic of considerable interest and empirical investigation. Cognitive theories view metaphor as an aid to cognitive restructuring. Beyond the heuristic and theoretical concepts, the results of empirical research have suggested that metaphor is a potentially valuable tool for enhancing client involvement in counseling and facilitating adaptive change. A study was conducted which attempted to refine operational definitions for use by raters viewing tapes of counseling interviews. A pretest-posttest group design was used in which training in the use of metaphors was the independent variable and the dependent variable was the number and duration of the metaphors and cliches established during the counseling session. Graduate students (N=11) served as interviewer-subjects; undergraduates (N=22) served as client-subjects. The results revealed that interrater reliability occurred as a result of the use of the definition developed for metaphor. Those interviewers who were trained in the use of metaphor began to use it following their training, whereas prior to training they had not used it at all. (Author/NB)

ED 285 097 CG 020 140

Philliber, Susan

Teen Outreach: Data from the Second Year of a National Replication.

PUB DATE- Dec 86
NOTE- 77p.; A program of the Association of Junior Leagues. Paper presented at the Annual Children's Defense Fund National Conference (Washington, DC, March 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth; Comparative Analysis; *Dropout Rate; High Schools; *High School Students; *Pregnancy; *Prevention; *School Activities; *School Community Relationship; Voluntary Agencies

Teen Outreach is a school-based teenage pregnancy prevention program designed to decrease the incidence of teenage pregnancy and to increase the number of at-risk teenagers who successfully complete their high school education. Begun in 1981 in St. Louis, Missouri, Teen Outreach was implemented as a national replication study in 1983. There are currently over 50 Teen Outreach programs involving over 900 students in the United States and Canada. Teen Outreach monitors its success by using five behaviors as outcome measures (failure, suspension, dropping out of school, pregnancy, live birth). Each site completes common forms and recruits a comparison group of students. The results of the Teen Outreach evaluation in 1984-85 showed significantly fewer pregnancies among its students than among the comparison group. Teen Outreach students were also significantly less likely to have failing grades in school than were compariosn students. Among students in the 1985-86 program, three significant advantages appeared among Teen Outreach participants as compared with the comparison students: Teen Outreach students had fewer pregnancies, fewer live births, and a lower dropout rate. In 2 years of the national replication effort, Teen Outreach has been able to show significantly fewer pregnancies among its participants than among comparison students, and a reduced school drop-out rate. This latter advantage appears to persist even one year after exposure to the program. (NB)

ED 285 098 CG 020 141

Champagne, Delight E.

Graduate and Undergraduate Students Together: An Experiential Learning Model for Teaching Student Development Theory in Student Personnel Preparation Programs.

PUB DATE- 10 Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *College Seniors; *Experiential Learning; *Graduate Students; Higher Education; Models; *Student Development; *Student Personnel Workers; Theory Practice

Relationship

Undergraduates on college campuses are one of the best resources for learning about college student development. Nonetheless, graduate programs which prepare student personnel professionals have typically neglected to involve undergraduates in courses which attempt to teach student development theory and research. Without input and feedback from actual students, student development theory is just theory. Professionals-in-training must resort to applying theoretical information in field sites and in later employment. Likewise, undergraduates lose out by not having access to graduate student role models who may stimulate their development. This potential for generativity is often overlooked. A model of instruction was developed at Springfield College in Massachusetts which offers an alternative means of instructing graduate students about the development of college students. In a course entitled "The Psychology of the College Age Adult" graduate students and undergraduate seniors unite in experiential learning activities to actively learn together about the processes involved in college student development. Exercises are designed to introduce, illustrate, or apply theoretical foundations related to student development. Lecture and group discussions precede and follow experiential learning activities. (Author/NB)

ED 285 099 CG 020 142

Chambliss, Catherine; Hartl, Alan

Dual Career Couples: Helping Them Have It All.

PUB DATE- Mar 87
NOTE- 10p.; Paper presented at the Annual Eastern Symposium on Building Family Strengths (3rd, University Park, PA, March 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Dual Career Family; Emotional Adjustment; *Employed Parents; *Mothers; *Role Conflict; *Stress Management; *Stress Variables

The recent acceleration of mothers' participation in the workplace has transformed the lives of millions of wives, husbands, and children, and has created an urgent need for strategies to assist families with two working parents. Dual career couples, especially those with young children, frequently feel overwhelmed by their lifestyle. The external demands of the workplace, children's needs, and household responsibilities compete for limited time, creating obvious stress on the dual career couple. These external stresses may be compounded by internal feelings of guilt, anxiety, alienation, powerlessness, rigidity, anger, and competition. There are four factors that dual career couples can become aware of which will help them become more stress resistant: (1) commitment; (2) control; (3) confidence; and (4) cooperation. Couples high in these characteristics are probably more successful and satisfied, and success and satisfaction with this lifestyle strengthens commitment, control, confidence, and cooperation. The relationship appears to be reciprocal. Although career and family involvement are not easily combined, given the demands of today's competitive, inflexible workplace and the scarcity of childcare resources, a balance can be achieved and couples can find satisfaction in the combination of family and career roles. (NB)

ED 285 100 CG 020 143

Richmond, Jayne
Legal Decisions and Moral Judgment of Student Affairs Administrators.
PUB DATE- Mar 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Court Litigation; Decision Making; *Ethics; Higher Education; *Knowledge Level; Legal Problems; *Moral Issues; *Student Personnel Workers

Student affairs administrators make discretionary moral and ethical choices regarding the relationship of individual students and of institutional policy to the law. A study was conducted which used Kohlberg's Moral Judgment Development Theory to explore the relationship between the student personnel administrator's moral judgment and his or her ability to concur with court decisions concerning student rights. Voting members (N=188) of the National Association of Student Personnel Administrators completed a short form of the Defining Issues Test and rated six brief vignettes of court cases from the federal law which related to student affairs issues. For each vignette, respondents rated how they believed the court ruled in each case, how strongly they agreed or disagreed with the perceived court decision, and whether or not they themselves had any litigation experience with that particular area of law. The results revealed that subjects had a high overall comfort level with their legal knowledge and their training, and they tended to recommend the same training for others. They reported little actual experience with litigation in common areas of student affairs, along with a very low level of concurrence with actual court decisions. (NB)

Mueller, John H.; Johnson, W. Calvin
Trait Distinctiveness and Age Specificity in Self-Referent Information Processing.
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; College Students; Higher Education; *Older Adults; *Personality Traits; *Self Concept; *Self Evaluation (Individuals); *Young Adults
IDENTIFIERS- *Age Specificity

Research has indicated that certain orienting activities help integrate new experiences with pre-existing cognitive structures. The content specificity hypothesis proposes that if the self-concept is distorted so that certain information is missing, then self-referencing that type of material will be ineffective. This notion of content specificity can be extended to "age specific" descriptors. This study examined age specificity in 20 college students and 20 elderly adults who rated the self- and other-descriptiveness of 80 trait adjectives. Following the rating process, subjects recalled as many of the adjectives as they could and completed the Self-Consciousness Questionnaire and the Need for Cognition Scale. The results replicated earlier findings that age specificity was most apparent for young adults, with elderly adults showing little preference for endorsing old trait items relative to youthful trait items. The results also indicated that the elderly showed no preference for elderly items over young items for shared traits, and no significant preference for the self-only items.

Young subjects showed a preference for the young items over the elderly items. Findings suggest that young adults show a similarity of the self-image to the image of others while the elderly have a self-image that is more differentiated from their image of others. (NB)

ED 285 102 CG 020 145

McKellar, Nancy A.; Hartshorne, Timothy S.
Content Versus Process Expertise in School Psychology Consultation.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Elementary Education; *Elementary School Teachers; *Knowledge Level; *School Psychologists; Student Problems; *Teacher Attitudes

There is wide agreement that school psychologists must have expertise in the consultation process. Some authors argue that consultation is more likely to be effective if the consultant also has expertise related to the content of the problem. Teachers seek consultation concerning diverse types of difficulties that children experience in school. A study was conducted to examine whether teachers preferred to consult with school psychologists who were perceived to have expertise primarily in the process of consultation or in the content area of the problem. Teachers (N=100) from grades one through eight were assigned to one of four experimental conditions or to a control condition. The four experimental conditions were defined by the nature of the student's problem (academic or behavioral) and the nature of the psychologist's expertise (process or content). This information, intended to bias the teachers, was provided on a one-page information sheet. Subjects watched and evaluated a videotaped consultation session in which the psychologist's script revealed expertise in both the process and content of consultation. In general, the experimental manipulations to bias participants were unsuccessful, possibly because the session was evaluated highly by all participants. Those who had been told that the student's problem was academic rated the consultant more favorably if they had also been told that her expertise was in the content, rather than the process of consultation. (Author/NB)

ED 285 103 CG 020 146

McKellar, Nancy A.; Hartshorne, Timothy S.
School Psychologists' Responses to Academic and Behavioral Problems.
PUB DATE- Mar 87
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Counselor Teacher Cooperation; Elementary Education; *School Psychologists; Self Evaluation (Individuals); *Student Problems

Research has shown that teachers desire assistance from school psychologists in dealing with student problems. A study was conducted to determine how school psychologists respond to teacher requests for assistance. Members of the National Association of School Psychologists were mailed one of six descriptions of a student from a concerned teacher. There were two descriptions each of a student with academic problems, with behavioral problems, and with a combination of academic and behavioral problems. For each type of problem, one description was of a first-grader and one was of a fourth-grader. Psychologists also received a questionnaire in which they rated the problem's similarity to those with which they normally dealt and their ability to respond to the concern. Respondents' (N=227) identification of typical teacher concerns was consistent with the expressed concerns of teachers in a separate study, suggesting that school psychologists have a good knowledge of the priority concerns of teachers. Respondents identified the described problems as typical and reported being prepared to deal with them, listing several helpful responses and resources. Respondents were most likely to offer to help teachers by gathering more information. The most common resources reported were other persons, such as school personnel and parents. (Author/NB)

ED 285 104 CG 020 147

King, Richard B.
Clackamas Adolescent Sexual Offender Intervention.
PUB DATE- 24 Apr 87
NOTE- 51p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Adolescents; *Correctional Rehabilitation; *Definitions; Delinquency; *Delinquent Rehabilitation; Evaluation Criteria; High Risk Persons; Intervention; Personality Assessment; Recidivism; *Sexual Abuse

The Clackamas Adolescent Sexual Offender Intervention program is designed to interrupt and change behavior of clients who are juvenile sexual offenders at risk to re-offend. Intervention is scheduled for each offender over a 52-week period with groups meeting each week for 2 hours, and an all day session each 6-week period on Saturday. The adolescent sexual offender cycles through 10 systematic modules that are structured in 4- to 5-week sections. Modules include: (1) Orientation; (2) Deviant Thinking; (3) Victim Personalization; (4) Sexuality Education; (5) Offender Responsibility; (6) Social Skills; (7) Values Exploration and Clarification; (8) Fantasy Exploration; (9) Anxiety/Stress Management; and (10) Drug/Alcohol Abuse Management. Intervention is geared toward helping the juvenile offender with the following characteristics: poor social skills; low self-esteem; sexual behavior effected through manipulation, enticement, entrapment, or force; adolescent and parent/guardian/family denial, minimization, and rationalization; lack of responsibility for the offense; and lack of sexual knowledge and experience. This report describes the program; explains the referral process, evaluation methods, and assessment instruments; lists program goals and approaches; briefly describes each of the 10 modules; and gives graduation objectives. A 29-page list of definitions is included; program forms are appended. (Author/NB)

ED 285 105 CG 020 148

Schreiner, Laurie A.; And Others

Enhancing a Psychological Sense of Community on a College Campus through Participation in Group Counseling.

PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Students; *Community; *Group Counseling; Group Unity; Higher Education; *Student Adjustment; Student Alienation; *Student College Relationship
IDENTIFIERS- *Frame of Reference Measure; *Sense of Community

Student difficulties adjusting to college may lead to individual dysfunction. The enhancement of a sense of community could have a positive effect on student morale and may help to prevent dysfunction. This study examined the effects of a group counseling program on college students' sense of community. College students (N=90), mostly freshmen, completed the Frame of Reference Measure of a Sense of Community scale (FRSC) as a pretest and a posttest. Some subjects (N=49) participated in small group counseling sessions weekly for 10 weeks, focusing on personal growth, communication skills, family relationships, self-esteem, and spiritual growth. Analysis of total FRSC scores following completion of the program revealed a significant difference in scores of group participants and nonparticipants (N=41): the nonparticipants' psychological sense of community decreased while the participants' scores increased. Results also revealed significant differences between the two groups in scores on two frame of reference scales: from pretest to posttest, participants showed a significant increase in scores when frames of reference were dormitory life and college in general, while scores of nonparticipants showed no significant change in the area of dormitory life and decreased significantly when the frame of reference was the college in general. These findings suggest that group counseling can enhance a psychological sense of community, and thereby alleviate alienation, foster social integration, and potentially prevent individual dysfunction. (NB)

ED 285 106 CG 020 149

Pratkanis, Anthony R.; And Others
The Role of Technical Knowledge in Attitudinal Learning.
PUB DATE- 8 May 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drinking; Graduate Students; Higher Education; *Knowledge Level; *Learning Processes; *Learning Theories; Persuasive Discourse; *Student Attitudes

In the 1940s, attitudes were shown to facilitate the learning of agreeable persuasive communications. Post-1960s research, however, has failed to obtain this effect consistently. A study was conducted to investigate the role of technical knowledge in attitudinal learning in the domain of social drinking. Graduate students (N=60) verbally described their position on social drinking and listed all the reasons they knew for and against this issue. Subjects then learned and recalled each of three messages on social drinking. The pro- and anti-drinking messages contained 12 arguments each; the third message argued that people should learn to make pousse-cafes, a layered drink of liqueurs, syrups, and creams. Following the learning phase, subjects responded to computer and written tests of attitudes toward social drinking, drinking-related knowledge, and familiarity with message content. The results revealed that attitudes did not predict the recall of pro- and anti-drinking messages. Attitude was positively related to the possession of technical knowledge--knowledge that would be useful in learning the pousse-cafe message, but not the other socio-political communications. The study found weak attitude and learning effects which were dependent on the amount of technical knowledge in the domain. (NB)

ED 285 107 CG 020 150

Pratkanis, Anthony R.
The Attitude Heuristic and Selective Fact Identification.
PUB DATE- 8 May 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; College Students; *Heuristics; Higher Education; Knowledge Level; *Memory; Student Attitudes

The effects of attitudes on social memory have not been determined. Some studies have shown attitudes to serve as a heuristic for estimating an answer about past behavior. When an attitude heuristic is applied to recall of an event, "memory" will appear to be "superior," to the extent that the subject's inferences and constructions coincide with what actually happened. This study examined whether attitudes can lead to a selective identification of the facts of ambiguous, past events. College students (N=60) completed a Mass Medias Survey and a knowledge test consisting of 16 pairs of statements about famous personalities. For each pair of statements, subjects indicated which statement they believed to be true, rated their confidence in this judgment, gave their attitudes toward each of the 16 personalities, and rated each true statement on a desirability scale. The results demonstrated how the use of an attitude heuristic can produce selective construction of facts. Given favorable or unfavorable facts about liked or disliked personalities, subjects demonstrated a tendency to identify as true those events that were most consistent with their attitudes toward the personality. This resulted in a selective effect of attitude on memory. (Author/NB)

ED 285 108 CG 020 151

Wetzig, Diane L.
Sex-Role Conflict in Female Athletes: A Possible Marker for Alcoholism.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual National Symposium on Building Family Strengths (10th, Lincoln, NE, May 13-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Athletes; College Students; Comparative Analysis; *Females; Higher Education; High Risk Persons; *Personality Traits; *Role Conflict; *Sex Role
IDENTIFIERS- *Alcohol Abuse

The impact of sex-role conflict among females has been an issue of concern in both the sports arena and the field of alcoholism. This study explored the similarities in sex-role conflict between female athletes and alcoholic women. Subjects were 30 female inpatients of a chemical dependency treatment center; 30 undergraduate students; and 30 intercollegiate female athletes from university baseball, track, and basketball teams. Subjects completed the Personal Attributes Questionnaire on two consecutive administrations, once describing their "real" behavior and once describing their "ideal" deportment. The results indicated that female athletes and female alcoholics were similar to each other and different from controls along the dimensions of sex-role conflict. A literature review revealed parallels between female athletes and female alcoholics in the areas of feminine socialization, power needs, competition, and sensation-seeking which also differentiated them from women in general. These findings suggest that female athletes may be more susceptible to alcoholism and chemical dependency than is the average individual. Personnel dedicated to the development of female athletes should be apprised of the many parallels between female athletes and female alcoholics and the danger this resemblance represents. Early and ongoing intervention is recommended. (Author/NB)

ED 285 109 CG 020 152

Goffaux, Jacqueline; And Others

Type A Behaviors, Hostility, Anger and Exercise Adherence.

PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (8th, Washington, DC, March 19-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Compliance (Psychology); Employees; *Exercise; *Health; *Persistence; Personality Traits; Predictor Variables

A study was conducted to examine the relationship between the components of the Type A behavior pattern and the maintenance of exercise participation in a 5-month physical fitness program. Metropolitan Government employees (N=200) volunteered to participate in a pilot health promotion program. Physical fitness activities (supervised walking, jogging, aerobic dancing) were open to all participants and were conducted on shared work and personal time. Other wellness activities were reserved for those most at risk. Type A behavior, intention to exercise regularly, expected support, cardiovascular fitness, body composition, and percentage of body fat were measured. The results revealed that control variables (smoking, body fat, blue-collar occupation, fitness ratings, intentions to exercise, support for exercising) contributed to a smaller part of the predicted variance than did Type A variables. Monitoring the exercise activity was the single strongest adherence predictor. Scoring high on both anger expression and hostility was the strongest Type A behavior pattern predictor. After controlling for compliance mediated effects, the interaction of high scores in time pressure, hostility, and anger still tended to predict low cardiovascular benefits. These findings suggest the importance of psychosocial variables in exercise maintenance. (NB)

ED 285 110 CG 020 153

Skelton, J. A.

Legitimating "Second-Hand" Symptoms: Observer Judgments of Illness Victims.

PUB DATE- 9 May 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; College Students; Diagnostic Tests; *Diseases; *Etiology; Higher Education; Interpersonal Relationship; *Peer Evaluation; *Student Attitudes; *Student Problems

Three studies were conducted to examine factors which affect lay observers' judgments about peers who express illness complaints. In the first study, brief scenarios describing a hypothetical patient suffering from a sore throat were presented to 118 college students. The results revealed that subjects were less likely to regard the patient's sore throat as legitimate when there was negative evidence of an infection, when his college workload was heavy, and when his love-life was unhappy. Even when subjects knew the patient's symptom had an organic cause (Positive Infection evidence), they regarded the symptom as less legitimate when it was compounded with psychological or social stress. Impressions of the patient and treatment recommendations were also analyzed. In an attempt to replicate the pattern found in the Positive Infection groups, a follow-up study was conducted in which scenarios were modified. The results showed the pattern of legitimacy ratings to be quite similar to the pattern in the original study. A third study aimed to present patient information in a richer and more realistic format than the scenario approach. Preliminary analyses suggest that subjects picked up on manipulations of infection evidence, workload, and love-life, and that these influenced their legitimacy ratings, treatment recommendations, and impressions much as in the original study. The issue of diagnostic test credibility was also examined in the third study. (NB)

ED 285 111 CG 020 154

Holland, Abby L.; Johnson, Mark E.
Interrelationships among Sexual Guilt, Experience, Misinformation and Satisfaction.
PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Experience; Higher Education; *Knowledge Level; *Sexuality; *Student Attitudes
IDENTIFIERS- *Guilt; *Sexual Satisfaction

Research has suggested that high levels of sexual guilt lead to decreased exposure to sexual behaviors, sexual stimuli, or sexual information. A study was conducted to examine the interrelationships among the variables of sexual guilt, sexual experience, sexual misinformation, and sexual satisfaction. College students (N=125), selected through a stratified cluster sampling technique, completed a questionnaire consisting of: (1) Mosher Forced Choice Inventory Sexual Guilt subscale; (2) Brady Levitt Sexual Experience Scale; (3) a list of 40 common sexual myths and fallacies; and (4) three scales measuring sexual satisfaction. Preliminary analyses revealing no significant differences between males and females allowed for combining of all data for main analyses. The results indicated that sexual guilt was positively related to sexual misinformation and to two measures of sexual satisfaction. Sexual experience was negatively related to sexual misinformation and positively correlated to two indices of sexual satisfaction. These findings suggest that an important consideration when treating a couple for sexual dissatisfaction may be feelings of guilt associated with past and present sexuality, and that education and experience may be effective modes for the alleviation of sexual guilt. (Author/NB)

ED 285 112 CG 020 155

Parker, Radha Janis
The Relationship between Dogmatism, Orthodox Christian Beliefs, and Ethical Judgment.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Christianity; *Counselor Attitudes; *Counselor Characteristics; *Counselor Training; *Dogmatism; *Ethics; Graduate Students; Higher Education; Moral Values; Religious Factors

Professional ethics is becoming a topic of high interest for counselors and counselor educators. Dogmatism and orthodox Christian religious beliefs are two variables which may help to explain the relationship between a counselor's personal characteristics and his or her ethical orientation. This study examined these variables and their relationship to ethical decision making in master's level counselor education students (N=50). Subjects completed a demographic information data sheet and three measures: (1) the Rokeach Scale to measure dogmatism; (2) the Dimensions of Religious Commitment Scale to measure orthodox Christian beliefs; and (3) the Ethical Judgement Scale to measure ethical judgment. The results indicated a significant negative relationship between dogmatism and ethical judgment, suggesting that individuals who are highly dogmatic may have lower levels of ethical judgment than do their less dogmatic peers. A significant inverse relationship was found between orthodox Christian religious beliefs and ethical judgment, suggesting that individuals who hold orthodox Christian religious beliefs tend to have lower levels of ethical judgment than do individuals who do not hold such beliefs. Further analyses indicated that 12% of the variance in ethical judgment could be predicted to some extent based upon the counselor's level of dogmatism and religious convictions. The relationship between dogmatism, Christian beliefs, and ethical judgment in counselors warrants further investigation. (NB)

ED 285 113 CG 020 156

Critical Issues in Higher Education. (Opportunities for Our Profession and a Request for Your Involvement.)

PUB DATE- Mar 87
NOTE- 7p.; Discussion paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; College Students; *Educational Change; *Educational Trends; *Higher Education; *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- *American College Personnel Association

A variety of issues, challenges, and criticisms of higher education has emerged in recent years, and some salient themes are briefly introduced in this paper as discussion points for conference attendees. These issues concern a return to excellence, financial demands, a decline in the traditional college age cohort, changing enrollment profiles, substance abuse, campus violence, recruitment and retention, low faculty morale, concern about faculty effectiveness, redirection in independence among faculty, a common core of learning, call for demonstration of intellectual growth of college students, the fact that institutions are held responsible to specialized accrediting agencies, and criticism of narrow programs with lessened opportunity for faculty and administrators. These issues should be characterized as challenges to higher education, not as problems. An analysis of these challenges indicates that solutions are within the domain of student affairs. Enrollment configuration, recruitment and retention, substance abuse, wellness, student employment and financial aid, assessment, teaching and learning styles, and assessing student characteristics are emphasized in student affairs. Three levels of challenge transformation are relevant for student affairs personnel: (1) whether personnel have necessary skills individually to assist with these challenges; (2) whether the student affairs division has the combination of skills needed and can mobilize these skills; and (3) whether the American College Personnel Association (ACPA) can provide assistance and leadership in this area. The weakness of ACPA may be its tendency to emphasize specialization when consideration of larger issues is needed. (Information on the meeting of which this paper is an outcome is appended.) (ABL)

ED 285 114 CG 020 157

Buri, John R.; And Others
"Nothing I Ever Do Seems to Please My Parents": Female and Male Self-Esteem as a Function of Mother's and Father's Nurturance.
SPONS. AGENCY- College of St. Thomas, St. Paul, Minn.
PUB DATE- May 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
GRANT- 33181
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; Individual Development; *Parent Child Relationship; *Parent Influence; *Self Esteem; Sex Differences; Test Validity
IDENTIFIERS- *Nurturance; Parental Nurturance Scale

Parents are the primary agents in the development and definition of the self. Previous research has reported nurturance as the most notable parental factor in global self-esteem. This study examined the relationship of parental nurturance to self-esteem for the first time with subjects older than high school students. College students (N=333) completed the 76-item Parental Nurturance Scale and the Tennessee Self-Concept Scale. The results revealed that 43 percent of the variance in self-esteem for women and 30 percent of the variance for men were associated with parental nurturance. Father's nurturance was as important as mother's nurturance to the self-esteem of both men and women. The demonstrated relationship between parental nurturance and self-esteem is noteworthy since it has been shown to persist after children have moved away from home and gone to college. Individual item response/self-esteem correlation coefficients were significant. Results confirmed the unitary nature of the Parental Nurturance Scale. (Tables of the correlations for item responses and self-esteem on the Mother's and Father's Nurturance Scales are included.) (ABL)

ED 285 115 CG 020 158

Franz, Wanda
Adolescent Cognitive Abilities and Implications for Sexual Decision-Making.
PUB DATE- 24 Mar 87
NOTE- 25p.; Paper presented at the Annual Eastern Symposium on Building Family Strengths (3rd, University Park, PA, March 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Cognitive Ability; *Cognitive Development; Cognitive Processes; *Decision Making; Secondary Education; *Sex Education; *Sexuality
IDENTIFIERS- Elkind (David); Erikson (Erik); Piaget (Jean)

Recently there has been concern about the apparent explosion of sexual activity among unmarried teenagers. Social policy planners have usually recommended sex education, often offered through the schools, as a means for reducing teenage pregnancy, sexually transmitted diseases, and abortion. Unfortunately there is continuing evidence that sexuality courses increase knowledge about sexual facts but do not change attitudes or behaviors. These courses have failed because they have failed to evaluate the cognitive nature of the adolescent audience they are attempting to reach. Traditional sexuality education is based on the myths that: (1) adolescents function like adults and can be expected to make logical decisions; (2) given a wide-range of choices about sexual life styles, the adolescent will choose one rationally; (3) teenagers must inevitably engage in sexual behavior; and (4) adolescents can be taught the meaning of love and will engage in responsible love-making. Using the developmental theories of Piaget, Elkind, and Erikson, it can be shown that adolescents cannot make logical decisions in the way a mature thinker can. Providing a range of choices only confuses adolescents and a logical decision cannot be assumed. Although society encourages free sexual activity, it is not inevitable for adolescents and few adolescents engage in mutually-supportive relationships. What is done in sex education courses, however, often encourages sexual activity. (Implications for curriculum development are discussed.) (ABL)

ED 285 116 CG 020 159

Nerin, William; Robertson, Anne
Family Reconstruction, a Way of Healing and Wholeness.
PUB DATE- Jul 87
NOTE- 8p.; Paper presented at the Annual Conference of the American Association for Marriage and Family Therapy (45th, Chicago, IL, October 29-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Family (Sociological Unit); *Family Counseling; Family History; Family Relationship; Family Structure; Group Dynamics; Kinship; *Role Playing
IDENTIFIERS- *Family Reconstruction

Family reconstruction is an imaginative process of family therapy whereby in a day's time a person gets connected to his or her family roots in a new and viable way leading to inner strength and wholeness. In family reconstruction, the person who does the reconstruction is called the Explorer. Within a group of people, the Explorer (who previously gathered data about his or her family of origin and also about the maternal and paternal families) uses members of the group to play not only roles of the family members but also of the Explorer. The role players are enrolled through sculpting (placing people in a statue position by the Explorer). Information comes to light as role players act out family scenes such as a marriage or a family meal in a psychodrama. The way is open for the Explorer to connect with her or his roots in a new way. The deeper understanding gained in this way leads to compassion and acceptance. Family reconstruction should be seen as a process people enter at different stages of their development and from which they will derive benefits commensurate with their level of growth. The benefits of reconstruction are reconnection with roots, understanding of patterns repeated across generations, understanding of defense mechanisms in the system, getting in touch with one's basic survival rule, self-awareness, and opportunity to make decisions for change. Family reconstruction can be used not just as a therapeutic process, but as a spiritual growth process as well. (ABL)

Statistical Policy for an Aging America. Joint Hearing before the Subcommittee on Energy, Nuclear Proliferation, and Government Processes of the Committee on Governmental Affairs and the Subcommittee on Aging of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

REPORT NO.- Senate-Hrg-99-858
PUB DATE- 3 Jun 86
NOTE- 666p.; Document contains small type.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Demography; *Federal Programs; Hearings; *Older Adults; *Public Policy; Statistical Analysis; *Statistical Data; *Statistics
IDENTIFIERS- Congress 99th

Testimony on the need for building an information base on the changing demographics of an aging society in order to make intelligent policy decisions is presented in this Senate committee hearing. Opening statements by Senators Charles Grassley and John Glenn are provided. Jacob A. Brody, dean of the School of Public Health, University of Illinois at Chicago testified on population changes and the need to monitor health and disease in the older population segments. T. Franklin Williams (Director, National Institute on Aging), John G. Keane (Director, Bureau of the Census), Manning Feinleib (Director, National Center for Health Statistics), and Jane Ross (Director, Office of Research, Statistics, and International Policy, Social Security Administration) all testified on coordination among federal agencies on a statistical policy for the aging population and the relevant activities of their agencies. Sam Shapiro (Chairman, Panel on Statistical Requirements for Policy in an Aging Society and Professor Emeritus of Health Policy and Management at the School of Hygiene and Public Health of Johns Hopkins University) and Jack Cornman (Executive Director, Gerontological Society of America) testified on the need for statistical collection by the federal government and submitted written statements and recommendations for a statistical policy. Included in material submitted for the record is a 420-page entry entitled "Inventory of Data Sets Related to the Health of the Elderly" by the National Research Council. (ABL)

ED 285 118 CG 020 161

Surgeon General's Workshop on Violence and Public Health Report (Leesburg, Virginia, October 27-29, 1985).

Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; Office of the Surgeon General (DHHS/PHS), Washington, DC.; Public Health Service (DHHS), Rockville, Md.

REPORT NO.- DHHS-HRS-D-MC-86-1
PUB DATE- May 86
NOTE- 103p.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Child Abuse; Crime; *Delivery Systems; Elder Abuse; Family Violence; *Health Personnel; Health Services; *Prevention; *Public Health; Rape; Sexual Abuse; *Victims of Crime; *Violence
IDENTIFIERS- Homicide

Plenary session papers from a workshop focusing on how the health professions might provide better care for victims of violence and prevent violence itself comprise this document. Papers include: (1) "Welcome and 'Charge' to the Participants" (C. Everett Koop); (2) "Interpersonal Violence and Public Health Care: New Directions, New Challenges" (Marvin E. Wolfgang); (3) "Violence and Public Health" (William H. Foege); (4) "Interpersonal Violence: A Comprehensive Model in a Hospital Setting--from Policy to Program" (Karil S. Klingbeil); (5) "Interdisciplinary Interventions Applicable to Prevention of Interpersonal Violence and Homicide in Black Youth" (Deborah Prothrow-Stith); and (6) "This Epidemic of Family Violence" (Anthony V. Bouza). Recommendations from the workshop's work groups on the topics of assault and homicide, child abuse, child sexual abuse, elder abuse, rape and sexual assault, and spouse abuse are included. Results of a Delphi survey on the roles of education and research in violence and medical, health, and social services delivery are presented. (ABL)

ED 285 119 CS 008 674

McGann, Thomas Daniel
Play on Words: A Reader, Speller, & Vocabulary Builder.
REPORT NO.- ISBN-0-938761-11-0
PUB DATE- 87
NOTE- 323p.
AVAILABLE FROM- Word Play, Ink, P.O. Box 5810, Washington, DC 20016 ($34.00, $20.40 per copy, quantity price).
LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Beginning Reading; Consonants; Grade 1; Grade 2; *Phonics; Primary Education; *Reading Instruction; Reading Materials; Reading Skills; Reading Strategies; *Sight Method; *Spelling Instruction; *Vocabulary Development; Word Recognition
IDENTIFIERS- Instructional Models

Designed to be used primarily as a reader for first and second graders, but also as a speller and vocabulary builder for any student who needs help in language arts mastery, this book combines phonics with the "Look and Say" methods to present a step-by-step learning guide. Following an introduction explaining the five-step procedure teachers can use to introduce new material to the student, the book presents initial consonant and consonant combination charts, along with indexes of illustrations and stories and notes on usage. The major portion of the book consists of 287 pages of succinct "stories" written in rhythmic prose intended to aid in the decoding process, as well as verbal exercises for pronunciation practice and vocabulary development. Two appendixes provide lists of spelling rules and beginning consonants. (NKA)

ED 285 120 CS 008 797

Stewart, Janice P.
A Study of Kindergarten Children's Awareness of How They Are Learning to Read: Home and School Perspectives.
PUB DATE- May 86
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Case Studies; *Childhood Attitudes; *Family Environment; Grade 1; Kindergarten; Literacy; Literacy Education; Prereading Experience; Primary Education; Reading Attitudes; *Reading Instruction; Reading Readiness; Teaching Methods

A study investigated kindergarten children's awareness of how they are learning to read at home and in school. Fifty-six children were selected from two schools with contrasting instruction for beginning reading. Children were interviewed in kindergarten and first grade and asked questions designed to tap their awareness of how they were learning to read. Tasks were administered to obtain measures on phonic awareness and story-reading knowledge. A parent questionnaire was used to assess home support for early reading, and home observations were conducted to examine home literacy interaction patterns. Results demonstrate that most children can talk about how they are learning to read at home and in school, and that the responses match the school instruction and change over time. The case study findings indicate that some parents are deliberate in structuring literacy events, and that children's awareness responses match the interaction patterns in their homes. (Tables, figures, and three pages of references are included.) (Author/HTH)

Woodley, John W.
Computer Applications and Research Utilization of Retrospective Miscue Analysis.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Uses in Education; Educational Research; Higher Education; Microcomputers; *Miscue Analysis; Preservice Teacher Education; Reading Processes; Reading Research; Reading Strategies; *Research Methodology
IDENTIFIERS- *Retrospective Miscue Analysis

Retrospective Miscue Analysis (RMA) is an effective instructional procedure in which a group of readers listen to tape recordings of oral readings. A group member may stop the tape whenever a miscue is identified. The miscue is then analyzed by answering questions about the miscue. RMA can be easily adapted for use with microcomputers or for educational research by using unambiguous yes-no questions about each miscue. An RMA program for Apple computers has been developed and used with preservice teachers in a college setting to analyze the oral reading of children. The analysis was done out of class, which was beneficial because it kept the researcher's presence from interfering with the research, and it kept the activity from occupying class time. Other beneficial aspects of RMA on computer are that the questions presented on the screen can be varied according to the research needs (for example, strategic use of ambiguous questions can be employed), and that the order of questions can easily be varied. The benefits of RMA as a research tool are not the product of the analysis, but the process through which the subjects go in conducting the analysis. In contrast to the tests available, RMA provides data regarding the reader's awareness of reading behaviors and strategies used or not used during the reading process. To date, the value of computer use in RMA is unclear in either instruction or research. If RMA is to serve as a research tool of value, that value will be an extension of the work already completed or in studies which use RMA in a completely different manner. (References are appended). (SKC)

ED 285 122 CS 008 832

Fehring, Heather
Cooperative Learning Strategies Applied in the Language Classroom. Reading Around Series No. 1.
Australian Reading Association, Adelaide.
REPORT NO.- ISBN-0949512-16-8
PUB DATE- Mar 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Competition; *Cooperation; Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; Foreign Countries; *Group Activities; Intergroup Relations; Language Arts; *Prosocial Behavior; Small Group Instruction; Student Attitudes; *Teaching Methods
IDENTIFIERS- Australia; *Cooperative Learning

Part of the Australian "Reading Around Series," this document offers a set of guidelines for fostering cooperative learning in a language arts classroom. The problems with competitive and/or individual learning, and the reasoning behind cooperative learning, are presented in the first section of the document. The second section outlines the key features of a cooperative learning environment, including the fostering of interpersonal and small-group skills, positive interdependence, face-to-face interaction, and individual accountability. The next section offers a unit on creative use of synonyms for year three, while the fourth section offers a three-week story writing unit for year six. The fifth section outlines a video production unit for year nine students, and the sixth section offers a one to three lessons unit on clear thinking for year eleven students. The final section suggests ways to organize a one-lesson unit and offers helpful hints for encouraging cooperative learning in the classroom. (JC)

Palincsar, Annemarie Sullivan

Collaborating for Collaborative Learning of Text Comprehension.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Contains small print.
GRANT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Experimental Teaching; Inservice Teacher Education; Middle Schools; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Research; Reading Strategies; *Remedial Reading; Remedial Teachers; Teaching Methods
IDENTIFIERS- *Collaborative Learning; *Reciprocal Teaching

To determine the effect of training in reciprocal teaching on collaborative learning, a study of six middle school remedial reading classes was undertaken. Reciprocal teaching is a method in which the teacher participates both as a leader and as respondent. Before the experiment began, the teachers were trained for a day in reciprocal teaching and introduced to principles of collaborative learning, such as the joint role of student and teacher in acquiring comprehension strategies, the role of teacher modeling, and the importance of allowing students to lead discussions. Participants were 63 experimental and 66 control students. After pretesting, the teachers in the experimental classes introduced collaborative learning, and four reading comprehension strategies. Twenty days of reciprocal teaching followed, with each teacher implementing new stages in the process at the same time. Control groups used traditional basal reading instruction. During a 5-day maintenance phase, subjects completed daily assessment measures, after which students in both groups completed summarization and questioning transfer measures as a posttest. Three of the teachers were more comfortable with reciprocal teaching than the others, although assistance from leaders helped all six groups receive the same quality of instruction. Results revealed a significant improvement in experimental students' accuracy with recall and interpretation of material they read independently. Experimental subjects scored significantly higher on the posttests as well. It is also important that the students enjoyed collaborative learning, made gains in metacognition, and exhibited few behavior problems in the unstructured setting. (References and four tables of data are appended.) (SKC)

ED 285 124 CS 008 869

Topping, Keith, Ed.
National Paired Reading Conference Proceedings (1st, Dewsbury, West Yorkshire, England, November 3, 1984).
Kirklees Metropolitan Council, Huddersfield (England).
PUB DATE- 85
NOTE- 81p.
AVAILABLE FROM- Paired Reading Project, Directorate of Educational Services, Oastler Centre, 103 New St., Huddersfield, England HD1 2UA (1 pound 30 pence, plus postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Educational Assessment; Educational Research; Elementary Secondary Education; English (Second Language); Family Environment; Foreign Countries; Language Arts; *Parent Participation; Parent Student Relationship; Peer Relationship; Peer Teaching; Program Effectiveness; *Program Evaluation; Reading Achievement; *Reading Aloud to Others; Reading Attitudes; *Reading Diagnosis; Reading Difficulties; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; School Community Relationship; Skill Analysis
IDENTIFIERS- Great Britain; *Paired Reading; Participation Education

The first National Paired Reading Conference decided to establish a Paired Reading Information Network and to publish a journal. This bulletin is a direct result of this decision. It contains eight conference papers (constituting the conference proceedings), six feature articles, and four short reports (all with an emphasis on the method of simultaneously reading aloud in pairs), as follows: (1) "Paired Reading with Mixed Ability Middle Infants" (P. Bruce); (2) "The Home-School Reading Link in a Multi-Cultural Junior School" (P. Precious); (3) "Parental Involvement in Reading for High School Pupils" (P. Hodgson); (4) "Paired Reading in a School for the Physically Handicapped" (M. O'Hara); (5) "Shared Reading" (M. Greening and J. Spenceley); (6) "Paired Reading in a Social Services Day Nursery" (M. O'Hara); (7) "Manipulating the Components of Paired Reading" (M. Pitchford); (8) "Paired Reading Projects with Asian Families" (M. Welsh and M. Roffe); (9) "Parent, Peer and Cross-Age Tutors" (L. Free and others); (10) "The Cowlersley Junior School P.R. Project" (B. Fawcett); (11) "Paired Reading at Colne Valley High School" (S. Cawood and A. Lee); (12) "Kirklees Paired Reading Project First Annual Report" (K. Topping); (13) "Suggested Books for Parental Involvement in Reading Projects" (J. Spenceley and others); (14) "'Working Together': The Marsden Junior School Peer Tutor Project" (I. Gale and D. Kendall); (15) "Paired Reading at Lydgate Special School" (G. McKnight); (16) "P.A.T.C.H." (M. Simpson); (17) "An Account of a Paired Reading Project" (E. Lees); and (18) "Paired Reading for High Flyers" (Kayes First School). (JG)

ED 285 125 CS 008 870

Topping, Keith, Ed.
National Paired Reading Conference Proceedings (2nd, Dewsbury, West Yorkshire, England, November 2, 1985).
Kirklees Metropolitan Council, Huddersfield (England).
PUB DATE- 86
NOTE- 103p.
AVAILABLE FROM- Paired Reading Project, Directorate of Educational Services, Oastler Centre, 103 New St., Huddersfield, England HD1 2UA (1 pound 65 pence, plus postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Educational Assessment; Educational Research; Elementary Secondary Education; English (Second Language); Family Environment; Foreign Countries; Language Arts; *Parent Participation; Parent Student Relationship; Peer Relationship; Peer Teaching; Program Effectiveness; *Program Evaluation; Reading Achievement; *Reading Aloud to Others; Reading Attitudes; *Reading Diagnosis; Reading Difficulties; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; School Community Relationship; Skill Analysis
IDENTIFIERS- Great Britain; *Paired Reading; Participation Education

The eight papers constituting the Proceedings of the second National Paired Reading Conference are published in an annual bulletin of the Paired Reading Project, together with five feature articles, as follows: (1) "Paired Reading--History & Future" (R. Morgan); (2) "Crosland Moor Junior High School Paired Reading Projects with Asian Families" (S. Vaughey and J. MacDonald); (3) "Using a Paired Reading Technique in Cross Age Peer Tutoring" (R. Crombie and A. Low); (4) "Paired Reading with the Mentally Handicapped" (M. O'Hara); (5) "Paired Reading Bibliography"; (6) "An Experiment Using Paired Reading with Peer Tutors versus Parent Tutors at High Bank First School" (J. Townsend); (7) "Direct Instruction, Precision Teaching & Shared Reading in a School for Children with Learning Difficulties" (P. Holdsworth); (8) "A Study of the Longer Term Effects of Paired Reading" (A. Lee); (9) "Paired Reading for Adults with Literacy Problems" (K. Topping); (10) "A Study of Paired Reading & Individualised Reading with Poor Readers in Hong Kong" (L. Burdett); (11) "W.H.I.C.H. Parental Involvement in Reading Scheme?--A Guide for Practitioners" (K. Topping); (12) "Kirklees Psychological Service Paired Reading Project--Second Annual Report"; (13) "A Peer Tutoring Project with Class 6--A Class of Nine and Ten Year Olds--in Holy Spirit R.C. J.M.I. School, Heckmondwike" (P. Bruce); (14) "Can Parents Teach Their Own Children with Reading Problems?" (C. Rippon and others). Also included are a section of reviews of books on paired reading topics, a section of short reports covering paired reading programs in various English schools, and a section of news on such issues as the Ryedale Adult Literacy Project, effective reading tests, the Suffolk Reading Scale, and paired reading with Down's Syndrome Children. (JG)

ED 285 126 CS 008 871

Topping, Keith, Ed.
National Paired Reading Conference Proceedings (3rd, Dewsbury, West Yorkshire, England, November 8, 1986).
Kirklees Metropolitan Council, Huddersfield (England).
PUB DATE- 87
NOTE- 156p.
AVAILABLE FROM- Paired Reading Project, Directorate of Educational Services, Oastler Centre, 103 New St., Huddersfield, England HD1 2UA (2 pounds 50 pence, plus postage).
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Educational Assessment; Educational Research; Elementary Secondary Education; English (Second Language); Family Environment; Foreign Countries; Language Arts; *Parent Participation; Parent Student Relationship; Peer Relationship; Peer Teaching; Program Effectiveness; *Program Evaluation; Reading Achievement; *Reading Aloud to Others; Reading Attitudes; *Reading Diagnosis; Reading Difficulties; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; School Community Relationship; Skill Analysis
IDENTIFIERS- Great Britain; *Paired Reading; Participation Education

The 15 papers constituting the Proceedings of the third National Paired Reading Conference are published in an annual bulletin of the Paired Reading Project, together with seven feature articles, as follows: (1) "Peer Tutored Paired Reading in a College of Further Education" (S. Booth and J. Winter); (2) "A Comparative Review of Five Paired Reading Projects at Meltham County Primary School" (D. Coldwell); (3) "Cross-Age Peer Tutoring at Deighton" (A. Bush); (4) "Paired Reading with Parents and Cross-Age Peer Tutors at Newsome High School" (J. Depledge); (5) "Paired Reading and Children with Severe Learning Difficulties" (D. Dickinson); (6) "Embedding Paired Reading in the Curriculum: Parent Tuition of Top Infants and Cross-Age Peer Tuition in the Junior Department" (S. Doyle and A. Lobl); (7) "Literacy Related Activities and Reading Tutoring Styles Occurring Spontaneously in Ethnic Minority Families" (J. Elliott); (8) "Parent, Teenage Volunteer and Age Peer Tutors in the Primary School" (P. Grundy); (9) "The Haringey Reading Project: Long Term Effects of Parent Involvement in Children's Reading" (J. Hewison); (10) "Hawarden Infants Parent Involvement Project" (J. M. Jones); (11) "A Critique of Paired Reading" (P. D. Pumfrey); (12) "The Ryedale Adult Literacy Paired Reading Project" (J. Scoble and others); (13) "Paired Reading and Direct Instruction Corrective Reading--Comparative and Joint Effectiveness" (M. Sweetlove); (14) "Paired Reading with Parent and Peer Tutors at High Bank First School--An Update" (J. Townsend); (15) "Paired Reading: The Shropshire Approach" (T. Williams); (16) "Infant/Junior Cross-Age Peer Group Tuition" (A. Low and others); (17) "Kirklees Psychological Service Paired Reading Project: Third Annual Report"; (18) "Correction Procedures in Parental Involvement in Reading Techniques" (K. Topping); (19) "Carnforth School Attitude to Reading Scale" (B. Slater); (20) "An Analysis of the Skills Involved in Reading Development Resulting from Paired Reading" (E. Lees); (21) "Peer Tutored Paired Reading: Outcome Data from Ten Projects" (K. Topping); (22) "Paired Reading Bibliography: Update." Also included are a section of reviews of books on paired reading, and a section of news on the "pause, prompt and praise" technique, cued spelling, paired reading with reception infants, equivalents of paired reading in the United States, and peer tutoring at Colne Valley High School. (JG)

ED 285 127 CS 008 875

Carrasquillo, Angela; And Others
Perceived Remedial English Reading Class Benefits of Community College Students.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Compensatory Education; *Reading Attitudes; *Reading Difficulties; Reading Research; Remedial Instruction; *Remedial Reading; *Student Attitudes; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Reading Motivation

A study surveyed first-year community college students enrolled in remedial English reading, to determine the perceived benefits of a remedial reading class. The study was specifically designed (1) to obtain a profile of the student population, (2) to identify students' reasons for taking remedial reading, and (3) to identify the relationship of remedial reading to students' college or academic careers. Respondents, 87 randomly selected remedial reading students in a New York City community college, answered a biographical and self-evaluating questionnaire that also requested a paragraph about the relationship of remedial reading to their future college plans. Results indicated that the typical first year community college student in a remedial reading course was slightly more likely to be a woman than a man, and that the women were slightly older than the men. While English was the native language of the majority of the students, 54% were foreign born. They were deficient in language, reading, and writing skills. To be admitted to college as a regular student and to get a higher paying job were identified by a high percentage of the respondents as reasons for taking remedial reading, but students did not see the development of better reading strategies as a goal of the course. Findings suggest that the role of the remedial reading instructor should be reevaluated to see if the present role matches the expectations characteristic of the student population being served. (Tables of data are included, and references are attached.) (NKA)

ED 285 128 CS 008 877

Reading K-12.
Taunton Public Schools, MA.
PUB DATE- 87
NOTE- 96p.; Prepared by the K-12 Reading Curriculum Committee.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Library Skills; Parent Participation; Phonics; Program Descriptions; Reading Centers; Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Research; Reading Skills; Recreational Reading; Study Skills; Test Wiseness; Vocabulary Development; Word Lists; Word Recognition
IDENTIFIERS- Becoming a Nation of Readers

This curriculum guide offers suggestions for reading improvement for grades K-12. Following an introduction and statement of philosophy, a section on the theoretical and research basis of the program outlines recommendations from the National Academy of Education's Commission on Education and Public Policy's "Becoming a Nation of Readers" (Robert Glaser), emphasizing parental involvement, phonics instruction, comprehension instruction, and continuing professional development for teachers. Sections four and five examine frequency of instruction and the scope and sequence of reading skills in grades K-8. Sections six through nine, focusing on word recognition and vocabulary development skills, reading comprehension, study skills, and recreational reading, and include instructional assumptions and definitions for each category. Section ten, subdivided kindergarten through eighth grade, outlines learning objectives for each grade level, while section eleven describes the reading program for the Taunton (Massachusetts) high schools, including information on a reading lab, individualized reading and related objectives, and test taking techniques and related objectives. (JC)

ED 285 129 CS 008 880

Rosenkoetter, Sharon E.; Fowler, Susan A.

Story Recall by Normal and Language-Disabled Prekindergarten Children: Analysis and Intervention.

PUB DATE- 87

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Aural Learning; Educational Testing; Evaluation Methods; Instructional Effectiveness; Language Skills; Learning Processes; *Listening Comprehension; Listening Comprehension Tests; *Listening Skills; *Prereading Experience; Preschool Education; Reading Research; *Recall (Psychology); Retention (Psychology); *Skill Analysis; Speech Therapy

To determine normative story recall behavior for 5-year-old prekindergarten children, and to compare their recall of stories with recall of comparable chronological/descriptive passages, a study tested 30 nonhandicapped prekindergarten children. Each subject was read a 95-word, second-grade level story and immediately asked to "tell me what I said." Five of the seven key story parts were recalled by a majority of the subjects, with more information recalled from stories (usually including key elements) than from descriptive passages (usually including non-essential details). Stories were usually recalled in appropriate sequence; descriptive passages were not. A related second study trained a small number of children with deficient story recall ability to recall single-episode stories, compared the learning patterns of language-disabled children with nonhandicapped children, and examined whether improved recall of stories (trained) generalizes to increased recall of descriptive passages (untrained). Compared to the average normative subject, intervention subjects learned to recall at least as many critical elements and more specific content of stories, and to use more words in the retelling. Recall of descriptive passages also improved. These findings imply that (1) 5-year-old children typically recall significant portions of stories, and in proper sequence, (2) stories are preferable to descriptive passages as learning tools for prekindergarten children, and (3) children deficient in story recall can be taught to recall as well as a normative group. (JG)

ED 285 130 CS 008 884

Learning to Read through the Arts. Chapter 1 Developer/Demonstration Program, 1985-86. OEA Evaluation Section Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jun 87

NOTE- 64p.; Prepared by the Instructional Support Evaluation Unit. For earlier reports, see ED 260 155 and ED 278 007.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Childrens Art; Elementary Education; Program Evaluation; Reading Ability; Reading Achievement; Reading Attitudes; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; *Reading Skills; Recreational Reading; Remedial Reading; Theater Arts; Visual Arts

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Learning To Read Through the Arts Program; New York City Board of Education

Released by the New York City Board of Education, this document reports on the success of the Learning to Read Through the Arts program for grades two through six during the 1985-86 school year. The first section introduces the Chapter 1 program, which was offered for 32 weeks at 6 different New York City sites, and explains how students are chosen for it, the program's objectives, and the scope of the report. The second section reports on evaluation questions and methodology, while the third section looks at program organization and implementation. The fourth section is comprised of interviews with the staff and students, suggestions for changes in the program, and an account of increased parental support through information provided at Parent Teacher Association and Parent Advisory Council meetings. The fifth section looks at student attendance and achievement in the program, and notes a statistically significant gain in reading achievement, particularly for fifth graders. The section also notes that students with limited proficiency in English and special education students also improved, with each group exceeding the targeted goals for skill mastery. The final section offers conclusions about the program's success and recommendations for future programs. Copies of the student questionnaire, the teacher survey, the staff questionnaire, the parent meeting observation form, and excerpts from student comments are appended. (JC)

ED 285 131 CS 008 885

Balajthy, Ernest
Design and Construction of Computer-Assisted Instructional Material: A Handbook for Reading/Language Arts Teachers.
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Language Arts; *Reading Instruction
IDENTIFIERS- Apple (Computer); BASIC Programing Language; *Software Development

Intended for reading and language arts teachers at all educational levels, this guide presents information to be used by teachers in constructing their own computer assisted educational software using the BASIC programming language and Apple computers. Part 1 provides an overview of the components of traditional tutorial and drill-and-practice computer assisted instructional (CAI) software. A history of CAI design follows, beginning with linear programs, and proceeding to branching programs, frame protocols (information frames, question frames, and prompts), and types of feedback. Sources of information for the history section and a list of commercial software are included. Part 2 outlines the basics of planning and constructing CAI software in nine steps. Step 1 involves unit plans, with substeps including choice of topic, goal statement formulation, and topic research. Lesson plans are discussed in Step 2, and the rough draft stage is dealt with in Step 3. Screen Grids, where the CAI author begins to transfer contents of the draft to the screen, are exemplified in Step 4, while Step 5 covers the program rough draft. Steps 6 through 8 focus on the program's different pages, and Step 9 shows how to finish and link the screen displays. A section describing sources of information, including software and books, follows the text. The remainder of the document consists of 14 figures and diagrams that illustrate screen design and provide sample BASIC programs. (SKC)

ED 285 132 CS 008 887

Purcell-Gates, Victoria
Lexical and Syntactic Knowledge of Written Narrative Held by Well-Read-To Kindergartners and Second Graders.
PUB DATE- 86
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Developmental Stages; Discourse Analysis; *Early Childhood Education; Evaluation Methods; Language Skills; Language Styles; Learning Processes; Listening Habits; Literary Devices; *Narration; *Oral Reading; Personal Narratives; *Prereading Experience; Prior Learning; *Reading Aloud to Others; Reading Research; Reading Skills; Skill Analysis; Story Grammar; Story Reading

Educators suggest that children whose families have read to them during their preschool years acquire lexical and syntactic knowledge of sentence-level features typical of written narrative before they begin formal literacy instruction. To test this claim, to discern growth in this knowledge over time and experience, and to describe the lexical and syntactic expectations held by these children, a study compared oral and "written" narratives produced orally by well-read-to children. Twenty kindergarten and 20 second graders first told the researcher about their birthday parties (oral narrative), and then pretended to read a story to a doll from a wordless book (written narrative). The two narrative registers were compared within subjects for significant differences along 16 dimensions representing lexical and syntactic features known to differentiate oral and written narrative (e.g. number of participles, attributive adjectives, literary words and phrases, direct quotes, and formulaic openings). The analysis revealed that children well-read-to prior to formal literacy instruction had abstracted identifiable lexical and syntactic expectations of written narrative. Specifically they expect the language of written narrative to be (1) integrated, (2) involving, (3) literary, and (4) decontextualized. No significant differences between the grades were found, contradicting the hypothesis that second graders' expectations of written narrative would reflect the effects of learning to read. (Interview transcripts, a bibliography, a description of methodology, and tables of results on lexical and syntactic features analysis are included.) (Author/JG)

ED 285 133 CS 008 891

Kirby, Kate; And Cthers
The Reading Journal: A Bridge between Reading and Writing.
PUB DATE- 86
NOTE- 9p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Area Reading; Content Area Writing; Critical Reading; Higher Education; Persuasive Discourse; Reader Text Relationship; *Reading Comprehension; Reading Difficulties; Reading Improvement; Reading Research; *Reading Writing Relationship; Student Attitudes; Study Habits; Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Journal Writing; Reading Journals; *Student Journals

Reading journals can help college readers successfully meet the demands of complex and sophisticated texts when students use them as a strategy for making meaning rather than simply extracting information. There are three primary reasons for using reading journals at the college level: (1) writing is a way of discovering when students are free to explore new ideas safely, seek patterns, and connect experiences in a journal; (2) writing is a form of learning when students connect their own experience with text content--hence, the journals are not a display of acquired learning but part of the process of exploring and rethinking ideas; and (3) writing can be used to monitor thinking and learning when the readers understand that they are negotiating meaning as they write in response to reading. Encouraging students to be relaxed about putting their thoughts down in a journal, and writing comments that are more probing and supportive than evaluative and judgmental can make students less apprehensive about writing. Assignments of four or five pages a week on a variety of reading material, and requiring students to use an acceptable bibliographic format can help prepare them for other academic coursework. Finally, assigning point rather than letter grades, modeling journal entries for the first couple weeks, and occasionally having students read their classmates' journals can make the journals seem safe places to explore. (Eighteen references are included.) (JC)

ED 285 134 CS 008 892

Stephens, Elaine C.; And Others
The Cloze Procedure as Predictor of Undergraduate Achievement in Introductory Courses.
PUB DATE- 86
NOTE- 7p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Academic Achievement; *Cloze Procedure; Content Area Reading; Critical Reading; Higher Education; Instructional Improvement; Introductory Courses; *Predictive Measurement; *Reading Comprehension; Reading Processes; Reading Research; Reading Tests; Undergraduate Students

In an attempt to improve general instruction at the college level, a study investigated the adaptability of the cloze procedure for use in undergraduate courses, specifically examining the relationship between cloze performance tests and student achievement. In the first portion of the study, six cloze procedure tests based on selections from five political science texts were administered to an introductory political science class in a midwestern state college. Results indicated a moderately strong association between the results on the cloze tests and the students' final grades. In order to verify the findings, the procedure was applied to students in introductory classes in three other disciplines: sociology, psychology, and biology. Results again indicated a positive correlation between cloze test results and final course grades. Findings suggest that the cloze procedure could serve as a useful predictor of class performance in many undergraduate introductory classes, with the potential for improving undergraduate instruction if used to select better textbooks and as an aid in making basic instructional decisions. (Tables of data and references are included.) (NKA)

ED 285 135 CS 008 893

Anderson, Kristine F.; Aspden, Kathy
An Analysis of the Spelling Errors of College Students on Four Complex Word Patterns.
PUB DATE- 86

NOTE- 12p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Developmental Stages; *Graphemes; Higher Education; *Language Skills; Phoneme Grapheme Correspondence; *Phonics; *Reading Research; Reading Writing Relationship; *Skill Analysis; *Spelling; Spelling Instruction

To determine the number and types of spelling errors made by college students, a study examined students' spelling errors on four complex word patterns which occur in related words. Fifty students attending a four-year engineering institute were selected and classified as group A (good readers/good spellers) or group B (poor readers/poor spellers) based on recommendations from their English professors and by a Spache-based spelling test. Reading ability was determined by Nelson Denny Test, Form C, 1973. Students were asked to spell words occurring in pairs with a change in the quality of the pronunciation of a vowel or consonant and/or stress pattern of the derivative, (e.g., vowel reduction in "compete"/"competition," or alternation from silent to articulated consonant in "malign"/"malignant"). Scoring focused on the critical grapheme or graphemic sequences preserving the relationship between the pairs, and classified errors as either phonetic or nonphonetic. Results show that group A had mastered the spelling of difficult words, and had internalized phonological rules governing predictable changes in word pairs; group B had not, presumably because of their limited familiarity with print. The few errors made by group A were generally phonetic, while group B's were overwhelmingly nonphonetic. Group A appeared to spell on a lexical rather than a phonological level; group B relied on phonological information which is usually ineffective when spelling polysyllabic words with silent letters and changes in stress patterns. (JG)

ED 285 136   CS 008 903

Blanchard, Jay S.; And Others
Computer Applications in Reading. Third Edition.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-785-3
PUB DATE- 87
NOTE- 208p.; For previous editions, see ED 173 771 and ED 249 483.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 785, $7.00 member, $10.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- American Indian Education; Artificial Intelligence; Authoring Aids (Programing); Cloze Procedure; Communications Satellites; Computer Assisted Instruction; Computer Assisted Testing; *Computer Managed Instruction; Computer Software; *Computer Software Reviews; *Computer Uses in Education; Elementary Secondary Education; English (Second Language); Higher Education; Language Arts; Language Experience Approach; Optical Disks; Program Development; Programing Languages; *Reading Instruction; Reading Programs; Reading Research; Reading Writing Relationship; Special Education; Spelling; *Technological Advancement; Teleconferencing; Word Processing; Writing Instruction
IDENTIFIERS- LOGO Programing Language

Intended as a reference for researchers, teachers, and administrators, this book chronicles research, programs, and uses of computers in reading. Chapter 1 provides a broad view of computer applications in education, while Chapter 2 provides annotated references for computer based reading and language arts programs for children and adults in classroom and clinic settings, including LOGO, cloze procedure, language experience approach, special education, spelling, Native American education, and English as a second/foreign language. Chapter 3 introduces the reader to software evaluation guidelines and criteria, including references about the development of computer based reading programs and projects. Chapter 4 reviews computer based research on teaching reading, reading assessment, and psychological and physiological aspects of the reading process. Chapter 5 presents references on word processing, writing, and reading, and Chapter 6 offers explanations for the puzzling questions surrounding computer based readability and text analysis. References to computer based activities in reading readiness and beginning reading are presented in chapter 7, while chapter 8 discusses computer managed reading instruction. Chapter 9 details advances in computer based speech technology and reading instruction and the focus in chapter 10 is on text legibility and computers. Chapter 11 provides references about recent developments with CD ROMs (Compact Disk Read Only Memory) and CDIs (compact disk interactive), and chapter 12 summarizes by speculating on the importance of other emerging applications in computer based reading, such as simulations, artificial intelligence, programming and authoring systems, telecommunications and satellite communications, and robots. Two appendixes list companies that produce software and describe integrated learning systems that contain reading and language arts software. (SKC)

ED 285 137 CS 008 905

Draheim, Marilyn E.
Directed Reading-Thinking Activity, Conceptual Mapping, and Underlining: Their Effects on Expository Text Recall in a Writing Task.
PUB DATE- Dec 86
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Comparative Analysis; *Directed Reading Activity; Freshman Composition; Higher Education; *Reading Comprehension; Reading Improvement; Reading Instruction; Reading Processes; Reading Research; Reading Skills; *Reading Strategies; *Reading Writing Relationship; Recall (Psychology); *Study Skills
IDENTIFIERS- *Concept Mapping

Secondary and postsecondary students who use the read-answer-discuss strategy while studying read ineffectively and do not comprehend or retain main ideas. A study examined the effectiveness of (1) the Directed Reading-Thinking Activity, (2) conceptual mapping, (3) a combination of those strategies, and (4) reading and underlining main ideas as strategies for helping students remember main ideas. Subjects, 48 freshman composition students at a large public university, were assigned to one of the four instructional approaches. They were also categorized as high or low aptitude students according to their SAT scores. The students had four weeks of their respective instruction, and practiced their study approach on two take-home essays. A third, 50-minute in-class essay was examined for the number of main ideas and subordinate ideas students recalled from reading an essay on which their own essays were subsequently based. Results showed that low aptitude students who used both directed reading and conceptual mapping, and those who read and underlined, recalled significantly more main ideas than students who used directed reading alone. For high aptitude students, none of the approaches had a significant effect on their ability to recall. The findings suggest that mapping alone is not effective, but that mapping and directed reading, and reading and underlining, significantly affect comprehensivon and retrieval. (Fifteen references are included.) (JC)

ED 285 138 CS 008 908

Malinowski, Patricia A.
The Reading-Writing Connection: An Overview and Annotated
Bibliography.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Interdisciplinary Approach; Models; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Research; Reading Skills; Reading Strategies; *Reading Writing Relationship; Remedial Instruction; *Remedial Reading; Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *Instructional Models; Writing Strategies

Addressing the need for developmental or remedial reading and writing courses at the college level, this paper provides a broad perspective on the strengthening of such programs for students deficient in these skills. The paper first enumerates various reasons for developing reading-writing courses for pre-college students, then provides evidence that the pedagogical concept of teaching reading and writing together has been well documented by researchers. The paper next discusses diverse strategies and models for teaching reading and writing concurrently and touches on the need for further research in the area. The paper concludes with an annotated bibliography of works already cited and of other publications that refer to the reading-writing connection. Listed primarily by author, the 37 entries include studies, instructional models, reviews, and opinion articles. (NKA)

ED 285 139 CS 008 909

Taylor, Judith K.
Write To Understand: Journaling in the Reading/Study Classroom.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Kentucky Council of Teachers of English Spring Conference (Louisville, KY, March 15-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Area Reading; *Critical Reading; Critical Thinking; Higher Education; Reading Processes; *Reading Strategies; *Reading Writing Relationship; *Remedial Reading; Skill Development; *Study Skills; Teaching Methods; Writing Exercises; Writing Instruction
IDENTIFIERS- *Journal Writing; Writing to Learn; Writing to Read

Developmental reading instructors bear the responsibility for preparing students to handle the challenge of difficult college reading. Reading is thinking, re-thinking, and coming to a conclusion that takes into account all the various parts of the text. An excellent tool for helping students with the demands of college-level reading, the journal both forces and allows students to come to grips with what they must learn. Two complementary journal-writing assignments are the free journal and the reading journal. In the free journal, students may write on anything they read outside of class, as long as they give an insight into what the author has said and their response to it. For the reading journal, at least one reading selection is assigned per class session, with an accompanying writing assignment that must state the author's motive for writing. Students fulfill this assignment in two stages: (1) by making a short speculative statement about the author's purpose before the selection is discussed in class, and (2) by choosing two readings a week for discussion and for more "formal" journal commentaries. Although students initially respond more positively to the simpler free journal writing, responses are also positive to the more difficult assignment when students realize how they are learning to think meaningfully in working through their reading assignments. The reading journal assignment also may be used to advantage for reading assignments in classes and in general study skills classes. (NKA)

ED 285 140 CS 008 912

Hays, Richard R.
An Individualized Management Strategy for Secondary Reading Teachers.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Indiana State Council of the International Reading Association (Indianapolis, IN, April 2-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Independent Reading; *Individualized Reading; Management Systems; *Reading Instruction; Reading Materials; Reading Programs; Reading Research; Reading Skills; Reading Strategies; Reading Tests; *Remedial Reading; Secondary Education; *Teaching Methods
IDENTIFIERS- Management Skills; Management Styles

A six-phase management effectiveness strategy that can be employed by secondary classroom reading teachers to facilitate and improve the learning of students whose reading skill needs are severely deficient, is outlined in this document. The first phase, the inventory, requires teachers to list and group all reading materials available. In phase two, teachers assess students' skill levels and deficiencies using the Shipman-Warncke Assessment Profile (SWAP), while in phase three, teachers develop individual folders for students and the necessary recordkeeping forms for the folder to function properly. During phase four, teachers write individually tailored programs for each student, using the Master Key containing all grade levels of each of the materials and using group assessment/individual assessment scores from the pretest. Teachers explain the reading programs to each student in individual conferences while other students are working on a common activity. During phase five, teachers give individual "mini-lessons" to groups of two or three students who are working on the same skill. In phase six, students correct their work at a checking station after they have completed each lesson. Several other suggestions are made for techniques to facilitate smooth operation of the management strategy, including (1) in/out boxes for lessons that are taught to the whole class, (2) creating a rubber stamp to indicate student name, date, book, and unit, so that students can find re-locate lessons they did not have time to complete, (3) reserving a particular place in the classroom for folders, and (4) a grading system wherein different classes are graded on different days of the week. (JC)

ED 285 141 CS 008 913

Balajthy, Ernest
The Tennessee Judicial Decision on Religion and Reading Basal Series: An Update and Implications for Reading Educators.
PUB DATE- Oct 87
NOTE- 22p.; Paper presented at the Annual Meeting of the College Reading Association (31st, Baltimore, MD, October 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; Basal Reading; Bias; Censorship; Christianity; Civil Rights; Content Area Reading; Court Litigation; Educational Responsibility; Elementary Education; Intellectual Freedom; Minority Group Children; Nontraditional Education; Parent Attitudes; *Parent Grievances; Parent Participation; Parent School Relationship; *Reading Instruction; *Reading Materials; *Reading Material Selection; Reading Skills; Religious Discrimination; *State Church Separation; Textbook Content
IDENTIFIERS- Evangelical Christians; *Mozert et al v Hawkins County Public Schools; Tennessee (Hawkins County)

Judge Thomas Hull's October 1986 decision in the "Mozert et al. versus Hawkins County Public Schools" provoked concern from a number of educators who felt that the plaintiffs, several Fundamentalist parents, who were favored in the decision, were attempting to force their religious principles on non-Fundamentalists. Judge Hull's decision, based on the notion that the children involved were not being provided a free public education, allowed them to "opt out" of reading class and be taught from alternate texts at home. Educators responded to the decision by saying that it opened the way for mass censorship, that it was impractical for schools to try to accommodate every minority opinion in every reading program, and that the children would become culturally illiterate with such omissions in their education. It is stated that such opinions are flawed in that they fail to consider the fact that (1) the basal readers in question were not removed from the classroom, (2) several schools have incorporated alternative reading materials without great inconvenience, and (3) the public's notions of education are based on exposing children to a wide variety of ideas, and the Fundamentalists' complaint arose largely out of the exclusion of Christian values rather than the inclusion of other values. It behooves educators who believe in a liberal democracy to attempt to accommodate minority viewpoints, because everyone is part of a minority in one way or another. (Thirteen references are included.) (JC)

ED 285 142 CS 008 915

Harlin, Rebecca P.; Lipa, Sally E.
Preschoolers' Psychomotor Responses to Logos: What Does This Mean for Emergent Literacy?
PUB DATE- Aug 87
NOTE- 17p.; Paper presented at the Northeast Regional Conference of the International Reading Association (Hyannis, MA, August 10-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Motor Reactions; Oral Language; Perceptual Development; *Prereading Experience; Preschool Education; *Psychomotor Skills; *Reading Writing Relationship; Recall (Psychology); *Signs; *Verbal Communication; Written Language
IDENTIFIERS- *Emergent Literacy

A exploratory study investigated the link between verbal responses to environmental signs, written representations of the same signs, and recall of the intended meaning of the written signs among children from homes in the low and middle socio-economic level. Subjects, 75 nursery school and beginning kindergarten children, aged 3 to 5.10 years, were tested for responses to 12 logos and/or environmental signs. Results indicated low, significant relationships between oral response to logos and written representation, and moderate, significant relationships between oral responses to logos and recall for the younger group. Low, non-significant relationships were found for the older group. Findings suggest that younger children rely on the interrelatedness of speaking, reading and writing for communication, and that older children may lose focus of the communicative aspect of written language, especially in school related tasks. Results also suggest that emergent literacy experiences that are initiated by the child may be more "meaningful and relevant" to experiencing literacy than are school imposed reading and writing tasks, and that intentional messages constructed by the child may provide the cognitive basis for understanding the interrelatedness of oral and written language. (Author/NKA)

ED 285 143 CS 008 918

Juliebo, Moira Fraser; Elliott, Jean
The Child Fits the Label.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Failure; Cognitive Development; Elementary Education; *Labeling (of Persons); Learning Problems; Learning Readiness; Reading Achievement; Reading Diagnosis; Reading Difficulties; *Remedial Instruction; *Self Concept; Self Esteem; Slow Learners; Special Education; Student Attitudes; Student Placement
IDENTIFIERS- Reluctant Learners

A case study followed a child from birth to approximately age eight, recording his early successes with learning language and reading skills, and then discusses his academic decline after being labeled a low achiever and a candidate for remedial classes. The child had learned to construct words from magnetic letters at an early age, and by age five he was a relatively independent reader. Kindergarten and first grade reinforced his self-concept as a capable learner, facilitating his reading ability and other skills. However, during grade two, a substitute teacher criticized the monotone voice he used when reading aloud, and noted the number of worksheets he had not completed. The child was placed in a remedial class where his schoolwork continued to decline. He had adopted the label given to him, "remedial student," and behaved as a slow learner would. Transfer to a new school for his third year reversed the problem. His teacher began to rebuild his self-concept, rewarding him for improved work and encouraging his endeavors. Implications of the study include the notion that injudicious labeling can seriously hamper a child's academic progress, and damage his or her self-esteem. Additionally, remedial students need to be included and encouraged, rather than denied the possibility for academic achievement. (JC)

ED 285 144 CS 008 921

Pace, Ann J.; Leibert, Robert E.
The Effect of a Year-Long Inservice Program on Elementary Teachers' Conceptions of Reading Comprehension.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Inservice Teacher Education; Instructional Improvement; Professional Development; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; Teacher Attitudes; *Teacher Improvement; Teacher Workshops
IDENTIFIERS- *Reading Concepts

A study examined the effects of a year-long inservice program to help experienced teachers in one elementary school appreciate and use recent research in reading comprehension. All teachers at an urban K-6 elementary school in a midwestern city attended the weekly inservice sessions which focused on the importance and role of background knowledge in reading comprehension. Other aspects of comprehension that were emphasized included recognizing story structure and sequence, distinguishing between inferred and given information, deriving "main ideas" from details and inferences, assessing comprehension, and developing different kinds of comprehension questions. At the beginning and end of the school year the teachers were asked to list terms that yielded a semantic picture of the concepts participants associated with reading comprehension. From this inventory, a list of 45 word pairs was constructed. Teachers were then asked to circle the member of each pair closer to their ideas of reading comprehension. Thirty-one sets of scores were obtained on the first occasion, and 29 sets on the second occasion. Results indicated that this project noticeably influenced what the teachers thought about reading comprehension. Participants seemed to acquire an enriched, more differentiated conception of comprehension, demonstrated by a larger, more precise vocabulary about comprehension. Findings suggest that the teachers gained a greater appreciation of the factors involved in reading comprehension. (NKA)

ED 285 145 CS 008 922

Moore, David W.; And Others

The Discussion Practices Recommended in Postprimary Reading Methods Textbooks before and after 1970.

PUB DATE- Apr 87

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; Content Analysis; *Discussion (Teaching Technique); Elementary Secondary Education; Participation; *Questioning Techniques; Reading Comprehension; Reading Research; Student Role; Teacher Role; Teacher Student Relationship; Teaching Guides; Teaching Methods; Teaching Styles; Textbooks

A content-analysis examined the discussion practices recommended in postprimary reading methods textbooks published in the United States before and after 1970. Fifteen textbooks were selected and 37 topics related to discussion were eventually grouped into three categories--(1) functions of textbooks, (2) functions of questions, and (3) roles of teachers and students--and compared across time. Results showed that authors from the 1920s to the present recommended that one textbook be used as the basis of discussion, but since 1970, educators have been more willing to accept students' ideas even if they differ from textual authority. Additionally, authors before and after 1970 emphasize teacher-posed questions as a way to begin discussions and tap various levels of student thinking. Many writers also promoted student self-questioning although little information was provided about it. Finally, the teacher's role in relation to students was not well clarified in early methods texts, but modern texts encourage teachers to serve as model discussion leaders and exhibit independence in discussion activities and reading. However, these recommendations are difficult to implement in classrooms because they defy routinization, leading to the belief that explanations of how recommended discussions can be implemented and maintained in classrooms are necessary. (JC)

Edwards, Pat
P.S. Write Soon!
Australia Post, Carlton.; Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-642-09728-3
PUB DATE- 86
NOTE- 65p.; For the teachers' guide, see CS 210 220.
AVAILABLE FROM- Freepost 20, P.S. Write Soon, Australia Post, Schools Education Program, PO Box 411, South Melbourne, Victoria 3205, Australia ($2.95 per copy, Australian currency, $1.95 each for an order of 20 or more, including free Teachers' Notes).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business Correspondence; Elementary Education; Foreign Countries; Interpersonal Communication; *Letters (Correspondence); Teaching Methods; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Australia; Letters to the Editor; *Postal Service

Intended for use by students, this illustrated Australian classroom unit was designed to encourage young people to develop a lifelong habit of letter writing. The booklet begins with a letter to children from the Australian "Post," and excerpts from two poems about letter writing. A section on how letters can link the world emphasizes the benefits of receiving a personal letter, gives suggestions for choosing people to write to, suggests good topics to include in letters, and discusses different types of letters to write (such as fan letters and letters to pen friends). The next section, on how letters can make things happen, introduces students to the format of business letters and tells them how to write polite, effective letters to praise or complain about products, letters to the editor, and letters to public officials. The section showing that letters can be fun describes creative letter writing, serial letters, talking letters, and writing letters for others. Suggestions for designing stationery, envelopes, and postcards are then presented, followed by interesting facts about letter writing, postal history, and stamps. The final part of the booklet provides do's and don'ts to avoid the dead letter office and gives tips on abbreviations and package wrapping. (SKC)

ED 285 147 CS 210 220

Edwards, Pat
P.S. Write Soon! Teachers' Notes.
Australia Post, Carlton.; Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 87
NOTE- 9p.; For the student manual, see CS 210 219.
AVAILABLE FROM- Copies are available only with minimum orders of 20 copies of P.S. Write Soon (which are $1.95 each, Australian currency) from Freepost 20, P.S. Write Soon, Australia Post, Schools Education Program, PO Box 411, South Melbourne, Victoria 3205, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Correspondence; Content Area Writing; Elementary Education; Foreign Countries; Interpersonal Communication; *Letters (Correspondence); Teaching Guides; *Teaching Methods; *Units of Study; *Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Australia

Prepared to accompany an Australian letter writing guide for students, this teachers' guide provides suggestions for integrating letter writing into the school curriculum, either through regularly scheduled activities during the school year, or through special letter writing units of a few weeks. Topics covered in the guide include: (1) the craft of letter writing; (2) developing the writing habit; (3) how to be a "fabulous letter writing" class; (4) post office boxes in the classroom; (5) class writing projects (including the world's longest letter, the world's biggest letter, Dear Teacher..., and welcome to class...); (6) across the curriculum with a social studies bias (including writing letters within and outside of Australia, letters as bridges, please-send-me-some-information letters, and letters to local, state, and commonwealth officials); (7) letters in mathematics classes; (8) letters in history classes; (9) letters and music and poetry; (10) letters and arts and crafts; and (11) a classroom stamp club. (SKC)

ED 285 148 CS 210 373

Gale, Steven H.
"Blackwoods" Would; "PMLA" Won't; or How to Write a "PMLA" Article.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Drama; *Faculty Publishing; Higher Education; *Literary Criticism; Literary Genres; Literature; Professional Recognition; Publications; *Scholarly Journals; Teachers; *Writing for Publication
IDENTIFIERS- *Editorial Policy; *Modern Language Association

The de facto signature style of the Modern Language Association's "PMLA" magazine not only bores many readers (contributing to the decline in MLA membership), but mandates rejection of any papers stylistically distinct from previous "PMLA" articles. In addition, to judge from several rejection letters, "PMLA" subject matter bias proscribes even acceptably written articles when their field is modern drama. This deduction is supported by a statistical analysis of the subjects included in 146 scholarly articles published in "PMLA" between January 1978 and March 1983. The analysis shows articles on film and contemporary drama conspicuously absent, with such important playwrights as Beckett, Cummings, Miller, Osborne, and Pinter neglected completely. The authors most written about were Chaucer and Shakespeare (with eight articles each), followed by Dickens, Wordsworth, Blake, Keats, Milton, Moliere, and Twain. An additional paradigm, identified by an established traditional scholar, is that the number of footnotes in an article is an important indicator of its scholarly value, a pernicious view when contemporary drama is too new to have an established body of criticism. These observations suggest that "how to write a 'PMLA' article" does not include writing about subjects in the field of drama as a possibility, a self-fulfilling perception that discourages drama scholars from submitting articles to "PMLA." Further, certain referees' rejection comments suggest that expert knowledge of previous scholarship colors their assessment and disallows alternative views. (JG)

ED 285 149 CS 210 409

Curriculum Framework for English. Revised.
Oxnard Union High School District, CA.

PUB DATE- 30 May 86
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; Course Descriptions; *Curriculum Development; Curriculum Guides; English (Second Language); English Curriculum; *English Instruction; English Literature; High Schools; Language Skills; Literature Appreciation; *Secondary School Curriculum; United States Literature
IDENTIFIERS- *Oxnard Union High School District CA

Intended as a model for high school English curricula, this guide outlines the English courses offered for students in grades 9 through 12 in the Oxnard Union High School District (California). The first part of the guide offers a philosophy, the goals and objectives of the curriculum, and scope and sequence. The remainder of the guide provides information on each course, including the recommended grade level, length of the course, necessary textbook(s) and materials, outline of the course content, objectives, and assessment procedures. The types of courses described include four levels of English as a second language (ESL), basic English for limited-English-proficient (LEP) students, four levels of reading instruction, American and English literature, honors courses, speech, drama, and an independent study course for seniors. Courses which do not meet English or graduation requirements are identified. (JC)

ED 285 150 CS 210 457

Sipple, JoAnn M.
Teacher Protocols: A New Evaluation Tool for Writing across the Curriculum Programs.

PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987). Transcription pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; Curriculum Development; Higher Education; Inservice Teacher Education; Program Effectiveness; Program Evaluation; *Protocol Analysis; Reading Writing Relationship; *Seminars; Teacher Attitudes; *Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- *Writing across the Curriculum

To evaluate the efficacy of faculty seminars for writing across the curriculum given for the instructors at Robert Morris College (Pennsylvania), an examination of the instructors' verbal protocols was conducted. Eleven faculty members from a variety of disciplines who participated in the 45 hour-long seminars and eight who did not participate were tape recorded as they "planned out loud" a writing assignment for their respective courses. Participants were asked to describe their main concerns for teaching and learning as they devised the assignment. Analysis of the transcripts showed that teachers who participated in the writing across the curriculum seminars had a larger, more clearly defined repertoire of strategies for planning a variety of writing assignments appropriate for their courses. Additionally, unlike the nonparticipants, the participants used the writing assignments they planned to aid student learning, rather than just to test student knowledge. They also planned the assignment to help students solve particular problems, and integrated the assignment into what was being studied, so that students would see the relationship between writing and learning. The protocol analysis suggests that the writing seminars are an effective way to instruct teachers in the basics of content area writing instruction, and that they improve teacher attitudes and behavior concerning writing assignments. (Transcriptions of two teacher protocols are included, one from a seminar participant and the other from a nonparticipant.) (JC)

ED 285 151 CS 210 471

Schamber, Linda
Visual Literacy in Mass Communications: A Proposal for Educators.
PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); *Course Content; *Curriculum Development; Higher Education; Information Sources; *Journalism Education; *Mass Media; *Visual Literacy; Visual Stimuli
IDENTIFIERS- Association for Ed in Journalism and Mass Commun; *Media Courses

Suggesting that a separate accreditation criterion for visual literacy proposed for journalism and mass communication schools is insufficient and inappropriate, this paper proposes that the Association for Education in Journalism and Mass Communication (AEJMC) develop and support a program promoting visual literacy as a curriculum standard. Following a discussion of various visual literacy definitions, the paper presents background research on the concept of visual literacy in several disciplines, such as reading, psychology, art, and mass communications. The paper then addresses the proliferation of visual symbols in contemporary communications, and the need to set a visual literacy standard. The main portion of the paper discusses six skills-oriented objectives for teaching visual literacy. The visually literate communicator should be able to: (1) read and interpret visible actions or symbols appropriate to media; (2) evaluate and appreciate visual communication from knowledgeable critical perspectives; (3) write or create media appropriate visual messages; (4) integrate visual and verbal content at every stage of the message; (5) recognize legal, ethical, and moral responsibilities inherent in presenting visuals in a mass communications context; and (6) understand the mechanical processes of communications media as they affect the visual message. The concluding sections of the paper consider methods for measuring students' visual literacy skills, suggestions for curriculum changes that include visual literacy, and the role of the Visual Communications Division of AEJMC in establishing visual literacy as a standard of education in journalism and mass communication schools. (A sample visual literacy standard and notes are appended.) (NKA)

ED 285 152 CS 210 475

Bradley, Patricia
Slave Advertising in the Colonial Newspaper: Mirror to the Dilemma.

PUB DATE- Aug 87
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Advertising; Black Culture; Black History; *Colonial History (United States); *Cultural Context; Media Research; Minority Groups; *Newspapers; Racial Discrimination; Regional Attitudes; *Slavery; Social Differences; Social History
IDENTIFIERS- *Advertisements; Editorial Policy; *Journalism History

To explore racial attitudes from the colonial period of the United States, a study examined advertising practices regarding announcements dealing with black slaves in colonial newspapers in Massachusetts, New York, Pennsylvania, Maryland, Virginia, and South Carolina. Careful scrutiny revealed no relationship between the editorial stance of a newspaper and the amount of slave advertising the newspaper carried. Overall the ads suggest that the northeast attitude toward slavery was that it was a not necessarily permanent status necessary to a functioning society rather than a condition based on racist assumptions or inherent deficiencies of the black race. Examination of ads showed that slave advertising fell into two categories: slaves for sale and runaways with regional characteristics. Findings also showed that sale advertisements emphasized the skillfulness of the individual slave rather than a passive, dependent personality, while runaway ads were couched in negative terms--that is, the slave was given to alcohol abuse, or considered artful and deceitful for having run away. Findings also disclose that, although the South Carolina press serves as the most rigid example of the cultural messages of slave advertising, perhaps due to its pronounced fear of slave rebellion, the runaway advertising in all colonies functioned as a way of binding slave owners together, similar to a trade association, perpetuating the obligation of all white people to participate in the maintenance of the "status quo." (Notes and tables of data are attached.) (NKA)

ED 285 153 CS 210 485

Fuller, Deborah Ann
Evaluation and Curriculum: A Case Study in Primary Trait Scoring.
PUB DATE- Jan 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum Evaluation; Elementary Education; Evaluation Criteria; *Evaluation Methods; Grade 7; Group Discussion; *Holistic Evaluation; Instructional Improvement; *Reader Response; Reader Text Relationship; Student Writing Models; Teacher Attitudes; Test Reliability; Test Validity; *Writing Evaluation; Writing Research
IDENTIFIERS- *Primary Trait Scoring; Writing Attitudes

A case study examined the effects of primary trait scoring on evaluating seventh grade students' compositions. Primary trait scoring as used in the Metropolitan School District of Washington Township in Indianapolis is innovative in that (1) the scoring guide is assignment specific, written after adult raters read and discussed many papers; (2) the same scorers have been involved in the procedure for many years; (3) raters are encouraged to act as real readers and to discuss papers as meaningful texts, and (4) scorers are required to try to ignore mechanics and other secondary writing features. Eighty papers, originally scored in a pilot study conducted from 1980 through 1982, were chosen for rescoring in 1984. Raters were closely monitored, discussions held during scoring sessions were analyzed, and the entire scoring process was evaluated. Results indicated that primary trait scoring was a reliable method. Over half of the papers received scores identical to their previous ratings. The evaluation process caused the participants to rethink beliefs about writing and writing instruction and to examine and refine those beliefs through group discussions. Findings also showed that because the method validated the use of whole texts and because participants acted as leaders for change within a school, more teachers were involved in having students write whole compositions, and curricular and methodological change occurred in the classroom. (References, writing samples, and the scoring guide are appended.) (NKA)

ED 285 154 CS 210 495

David, Denise L.
An Ethnographic Investigation of Talk in Small Group Writing Workshops in a College Writing Class.
PUB DATE- 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *Group Behavior; Group Discussion; Higher Education; *Peer Evaluation; Peer Teaching; Revision (Written Composition); Self Directed Groups; *Small Group Instruction; Teaching Methods; *Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- *Conversation; Group Cohesion; Writing Groups

To understand the nature of talk in small group writing workshops, including the way talk changes over time and the use students make of such talk, a study analyzed the conversations of 17 inexperienced college writers as they composed and revised self-selected pieces during a one-semester composition course. A student from the course who did not participate in a writing group was selected to analyze tape recordings of the group sessions. The recorded conversation was divided into four categories: (1) talk in response to the pieces, (2) talk to establish the emotional climate, (3) talk to move the group along, and (4) talk addressed to the listeners of the tape. Results of the analysis suggested that the largest category, talk in response to the group members' papers, remained the same or increased over time, while talk addressed to the listeners of the tape disappeared over time. The use of conversation to help one another clarify ideas varied from session to session, but there is evidence in later papers that the students' writing had benefited from more careful thinking and peer evaluation. The study reaffirms the potential value of small group response sessions in the classroom. (Thirty-six references are included.) (JC)

ED 285 155 CS 210 504

Wagner, Betty Jane

The Effect of Role Playing on the Written Persuasion of Fourth and Eighth Graders.

PUB DATE- 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; Grade 4; Grade 8; Interpersonal Communication; *Letters (Correspondence); *Persuasive Discourse; *Role Playing; Teaching Methods; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Audience Awareness; Author Text Relationship; Collaborative Learning; *Writing Strategies

A study examined the effect of role playing on persuasive letters written by 84 fourth and 70 eighth graders. Role playing was defined as improvised, unrehearsed oral interaction in a simulated context. Randomly selected students from 11 comparable heterogeneous classes in a middle-class suburb wrote to their school principals on three different topics in one of three instructional conditions: role playing (in pairs) prior to writing, direct instruction prior to writing, and no instruction. The effect of each instructional condition was assessed by scoring the 462 persuasive letters independently. Findings showed that for persuasive writing, role playing in partners was significantly more effective for fourth graders than was a lecture and examples, and, for eighth graders, significantly more effective than no instruction. Findings also showed that eighth graders significantly outperformed fourth graders, and girls significantly outperformed boys at fourth grade level but not at eighth grade level. Overall, role playing was more effective for fourth graders than for eighth graders. (Eight tables of data and several figures are included, and references are appended.) (NKA)

Pickens, Alex L., Ed.; Kali, Alex P., Ed.
Literacy Instruction.
Hawaii Univ., Manoa. Coll. of Education.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Adult Education; Basal Reading; Critical Reading; Elementary Secondary Education; *Literacy Education; Literary Criticism; Literature Appreciation; Picture Books; *Reading Instruction; Reading Research; Reading Skills; Reading Writing Relationship; Teaching Methods; *Theory Practice Relationship; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Collaborative Learning; Teacher Student Conferences

To examine literacy instruction in light of recent research and practice, this journal issue presents five articles focusing on the creation of a literate society where people appreciate literature and can use reading and writing to enrich their lives. The first article, "Literacy Instruction: An Alternative" (A. S. Bayer), presents an alternative to the traditional approach of teaching reading and writing as isolated skills and advocates instead starting with "real" or meaningful situations like reading or writing stories. The second article, "Of Scarecrows and Avalanches: Looking at Children's Writing" (S. Wilde) analyzes discussions with children about their writing, while the third article, "Conferencing: Writing as a Collaborative Activity" (J. M. Newman), advocates the use of writing conferences as a means of helping children (and adults) examine and revise their own writing. The fourth article, "Literary Analysis: Help Children Take the Plunge with Picture Storybooks" (C. S. Chang), proposes that elementary school children are capable literary critics. The final article, "What Place Pleasure in the Reading Systems?" (S. L. Root, Jr.) expresses concern over the extent to which basal readers use good literature to teach isolated skills, thereby destroying any pleasure derived from reading good literature. (SKC)

ED 285 157   CS 210 528

Bratcher, Suzanne, Ed.
Writing: Students, Teachers, Programs.
Arizona English Teachers Association, Tempe.
PUB DATE- 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Biblical Literature; Class Activities; Computer Assisted Instruction; Elementary Secondary Education; Evaluation Methods; Freshman Composition; Grammar; Higher Education; Language Arts; Learning Strategies; Motivation Techniques; Peer Evaluation; Poetry; Reading Writing Relationship; *Remedial Instruction; Sentences; Theory Practice Relationship; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- Basic Writing; Journal Writing; *Writing Strategies

Intended to provide language arts teachers with practical ideas to help students become better writers, this focused journal issue addresses writing instruction at all levels, from elementary school through college. The titles of the articles and their authors are as follows: (1) "Intuitive Writing" (J. Hise); (2) "Tutoring the Remedial College Student" (V. W. Oram); (3) "Motivating Student Writing" (M. Ediger); (4) "Programming Projects for English Classes" (J. R. Aman); (5) "Teaching Students to Write More Effective Sentences" (M. J. Hurst); (6) "Student Peer Evaluation: A Practical Approach" (S. B. Shurbutt); (7) "Laughing while Learning" (S. E. Burkhardt); (8) "The Teaching of Writing: What Is Good Theory?" (S. Crowley); (9) "Writing Teachers and Writing Process: Combining Theory and Practice" (W. Bishop); and (10) "Developing a Basic Writing Program: Addressing Error Individually" (I. Weiser). (NKA)

Im, Yung-Ho
Objectivity as Ideology: A Comparison of the American and Soviet Concepts of News.
PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Capitalism; Communism; Comparative Analysis; Democracy; Foreign Countries; *Government Role; Ideology; Media Research; *News Media; *News Reporting
IDENTIFIERS- *Media Government Relationship; *Objectivity; United States; USSR

The concept of "objectivity" suggests that facts are selected and constructed according to formal rules by professional journalists. A comparison of American and Soviet concepts of news leads to the observation that both share similar claims to objectivity. The similarity defies whether objectivity assumes the form of facts detached from values in the American case, or sociopolitical information in accordance with "objective" historical laws in the Soviet counterpart. While the American concept of news presents itself in such a way that its ideological function is implicit, the Soviet concept of news is defined in such a way that its ideological function is explicit. In spite of the apparent contrast, the claims to objectivity in both cases serve to legitimize the trend toward the concentration of access by media industries in the United States and by the State in the Soviet Union. (Author/HTH)

ED 285 159 CS 210 546

Pokrywczynski, James; Fletcher, James
Weeding Out the Roots of Involvement: Looking for a Hybrid.
PUB DATE- Aug 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Affective Behavior; Affective Measures; Attitude Measures; Cognitive Measurement; *Cognitive Psychology; Communication Research; *Consumer Economics; Merchandising; *Participation; Persuasive Discourse; Purchasing

The construct of involvement, used by marketers and consumer behaviorists for many years as a predictive measure of the qualitative relationship between an individual and a stimulus, has long been defined as having affective or cognitive roots. However, definitions that favor one or the other too heavily are less helpful because they are too restrictive. An affective definition of involvement, used primarily by social psychology researchers, asserts that involvement is an enduring drive state that is attached to one's central values or ego. A number of researchers have attempted to measure this in relation to subjects' involvement with products or ideas, but learning models that show cognitions preceding attitude formation suggest this theory is not very useful. Cognitive studies of involvement have looked at the influence of involvement on attention, comprehension, and behavior, as well as on persuasion. H. Krugman's work with "bridging experiences," M. Ray's work with product differentiation, and A. Mitchell's refining of the cognitive definition to include attention and interest have proven illuminating, but research indicates that the distinction between affective and cognitive measurement is not clear. A definition that includes both types of measures encompasses comprehension, emotions, attitudes, and behaviors. Measures of interest and attention, and measures of emotional involvement can be used to assess the level of individual involvement. (A diagram and thirty-four references are included.) (JC)

Shoemaker, Pamela J.; And Others
Involvement with the Media: Recall versus Recognition of Election Information.
PUB DATE- Aug 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; Elections; *Information Sources; *Knowledge Level; *Mass Media Effects; Media Research; Newspapers; Political Attitudes; Political Issues; Public Opinion; *Recall (Psychology); *Recognition (Psychology); Television Viewing
IDENTIFIERS- *Media Use

A study examined how use of different kinds of "involvement" measures (behavioral, cognitive, or affective involvement, gratifications sought, and cognitive effort expended) could help explain differences between people's knowledge of election information and whether the way that knowledge is measured affects conclusions about involvement with television and newspapers. Respondents, 238 adults surveyed by telephone, completed a questionnaire covering media use and attitudes, perception and knowledge of candidates and issues, voting patterns, political beliefs, and demographics. Results indicated that, in addition to observed differences in information holding usually explained by group differences in political interest or education, three other explanatory factors contributed to observed differences: (1) the operational definition researchers used in measuring knowledge, (2) the amount of cognitive effort expended in processing information from newspapers and television, and (3) respondent's age. Results also indicated no difference between newspaper- and television-reliant individuals' recognition of election information, but did indicate greater recall of election facts among younger, newspaper-reliant respondents, suggesting that television-reliant individuals are receiving and processing election information, but that the information can best be retrieved through a multiple-choice type of question. Findings show that when recall is measured, newspaper-reliant people may appear more "involved" in the election, but when recognition measures are used, television-reliant people do just as well. Thus, conclusions about whether a medium is "high" or "low" involvement may depend totally on the subjects. (Extensive tables of data, figures, notes and references, and the study instrument are appended.) (NKA)

ED 285 161 CS 210 560

Stamm, Keith R.

Characteristics of Loyal and Non-Loyal Television Newscast Viewers.

PUB DATE- Aug 87

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audience Analysis; Audience Participation; Audiences; Community Involvement; *Mass Media Effects; News Media; Television Research; Television Surveys; *Television Viewing

IDENTIFIERS- Audience Response; *Parasocial Interaction

A study was conducted to determine whether the phenomenon known as "parasocial interaction" (PSI)--the perception of a face-to-face relationship between spectator and media performer--precedes the formation of loyalty to a particular television newscast, or whether viewers see newscasts as a way of reaffirming their ties with the community. Subjects, 364 viewers of local news in the Seattle, Washington, area, were asked whether they would be likely to engage in any of eight behaviors listed on a questionnaire, such as feeling good to hear the newscaster's voice, or acknowledging the newscaster's signoff. They were also asked questions concerning the importance of newscaster concern for the local area (perceived community orientation--PCO), their own attachment to the area, and questions of demographics. Results showed that PSI was correlated with viewer loyalty, but not necessarily an antecedent condition. Additionally, age was not found to be a factor in viewer loyalty--damaging Mark Levy's conclusion that older people are more likely to experience PSI. Respondents' community ties were more strongly related to loyalty than to PCO. Finally, there was a negative correlation between respondents' education and PSI, although it was weaker than those in earlier findings. The study casts doubt on the belief that newscasters' casual banter and "kidding around" creates and reinforces viewer loyalty. (Notes, tables, and references are included.) (JC)

ED 285 162 CS 210 561

Pellecchia, Michael
Test Market Media Relations as a Pilot Test Component in a Nationwide Class Action Settlement Distribution.
PUB DATE- Mar 87
NOTE- 61p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Court Litigation; Legal Responsibility; Low Income Groups; Mass Media Effects; Media Research; Persuasive Discourse; *Pilot Projects; Program Evaluation; *Public Relations
IDENTIFIERS- *Class Action Suits; Department of Housing and Urban Development; Market Research

Results of a pilot test for a public relations campaign to assist in the distribution of funds from the settlement of a nationwide class action suit brought by tenants against the Department of Housing and Urban Development (HUD) are presented in this report. The first chapter presents the background of the case, noting that tenants of Section 236 public housing projects were made to pay for rising utility costs by increases in rent when HUD did not pay the required subsidies, which instigated numerous class action suits. Chapter two describes the process by which an advertising agency was chosen, including the final selection of the J. Walter Thompson Company, while chapter three outlines the plan for the pilot test. Chapter four describes the objectives for the test market media relations and notes the characteristics of the targeted audience. Chapter five looks at the public relations strategies for the test market cities: Albuquerque, New Mexico, and Peoria, Illinois. Chapter six looks at the implications of this survey's results, while chapter seven offers the results of the pilot test, including administrator and agency findings to the effect that while the public relations campaign failed to predict some tangential concerns, the pilot test was beneficial in determining the effectiveness of the campaign. (Footnotes, exhibits from the pilot test such as notices to tenants, graphs, letters, newspaper clippings, and 20 references are appended.) (JC)

ED 285 163 CS 210 574

Mulcrone, Mick
"Willamette Week" and the Bank of Oregon: Stalking the Corporate Public Figure.
PUB DATE- Aug 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional Law; *Court Litigation; *Freedom of Speech; *Newspapers; News Reporting; Privacy; State Courts
IDENTIFIERS- First Amendment; Journalism History; *Libel; *Press Law; Supreme Court

A libel suit for which the ruling hung on determination of the plaintiffs as public or private figures is described in this paper. First, the paper describes the case, in which an Oregon newspaper reported that an antique dealer and the local bank president had systematically swindled a citizen out of several hundred thousand dollars, and for which the accused charged libel. The paper notes that the 7.4 million dollar lawsuit dragged on for eight years, and was settled out of court, apparently for the plaintiffs, without ever addressing the truth or falsity of the allegations. The paper then explains how, during the course of the legal battle, the bank and its president were judged to be a private figure, and that the newspaper was denied "actual malice" protections. Cases cited by the defense as precedent for a public figure ruling and that were rejected by the court, are reviewed, including "Sullivan versus New York Times," and "Gertz versus Robert Welch," and the paper argues that the bank and its president did, in fact, qualify as a public figure. The paper concludes by examining the "abysmal" state of press protections from libel litigation, noting the conflicting values present in the various Supreme Court rulings, and that the lack of clear and consistent national guidelines encourages litigation without serving the interests of truth. (Three pages of notes are included, and a brief discussion of more recent federal cases that have called for a rethinking of the libel standards is appended.) (HTH)

ED 285 164 CS 210 637

Kelly, James D.
Application of Theory to a Technical Assistance Experiment: Development Communication Theory and the Basic Village Education Project in Guatemala.
PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Education; *Cultural Awareness; Cultural Background; Cultural Differences; Developing Nations; Economic Development; *Educational Radio; *Ethnocentrism; Indigenous Populations; International Relations; *Mass Instruction; Mass Media; *Mass Media Effects; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Basic Village Education Project (Guatemala); Guatemala

This paper attempts to assess the influence of development communication theory on the planning and implementation of technical assistance projects in the Third World that utilize mass communication as an agent of change. Like political development theory, communication theory has often been applied in an ethnocentric manner in less developed countries by those who assume that increasing urbanization will lead to literacy, wealth, and increased participation, which can be interpreted as progress. Proponents of this theory encourage a one-way communication approach, whereby locals are given information through the media in order to bring them up to the standards of the assisting nation. More recent research has suggested such populations should not be treated as blank slates but must instead be considered in light of their culture and ethnic values. The Basic Village Education (BVE) project, a United States Agency for International Development (USAID) supported experiment conducted in Guatemala between 1975 and 1978, supports this theory. In this study, researchers selected two rural, agricultural sites in Guatemala, one inhabited by the Ladinos, who are of Hispanic extraction, and the other inhabited by native Indian farmers. Both groups were given instruction by radio in agricultural techniques to improve farming and production, and both had the benefit of local intermediaries who listened to their suggestions concerning how the radio instruction could change to suit their needs and concerns. A control site received no instruction. Although the project was based on some older, ethnocentric assumptions of what progress means, it proved to be more successful because of the room for change that the intermediaries offered. (JC)

ED 285 165 CS 210 641

Tipton, Leonard; And Others
Public Opinion as Collective Coorientation.
PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Funding for project provided by a grant from the Palm Beach Newspapers.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Mass Media Effects; Media Research; *Models; Peer Influence; *Political Attitudes; *Political Issues; *Public Opinion
IDENTIFIERS- *Collective Coorientation Model; Florida; Media Role; *Opinion Polls

To conceptualize public opinion as something other than "mere aggregation" of individual opinions requires systemic models that identify component parts of public opinion and their structural/functional relationships. Operationalization requires asking respondents not only their individual opinion, but also their perception of public opinion, which tends to influence personal opinion. Using a model of "collective coorientation" and asking questions about proposed public lotteries and casino gambling in Florida, a study hypothesized that (1) of two issues, the one representing the less familiar change from the status quo would show more pseudoconsensus, while the one representing the more familiar change would show more pluralistic ignorance; (2) overestimation of the majority would occur in geographic areas that tend toward monolithic consensus, while underestimation of the majority would occur in areas that tend toward dissensus; and (3) readers of particular newspapers would overestimate or underestimate majority opinion in the direction of a newspaper's editorial stance on an issue. Respondents, a random sample of 666 self-identified registered voters, were surveyed by telephone during the 1986 election year. The three hypotheses were not supported. Results indicated that the field conditions under which data were gathered did not result in the ideal situations needed for clean tests in areas of interest: comparison of different collective systems and different issues, and comparisons across time. (Figures, tables of data, notes and references are appended.) (NKA)

ED 285 166 CS 210 646

Coward, John
Reporting the Great Railroad Strike: How Ideology Shaped the News.
PUB DATE- Aug 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Conservatism; Content Analysis; Cultural Influences; Editorials; *Ideology; Labor Problems; Mass Media Effects; *Newspapers; News Writing; Persuasive Discourse; *Political Attitudes; Political Influences; Political Socialization; *Press Opinion; Public Opinion; Social Change; Social Values; *Strikes; United States History
IDENTIFIERS- Journalism History; News Bias; *Press Role

The Great Railroad Strike of 1877, a national catastrophe and the major news story of the year, was the first national labor strike in U.S. history. Because of the ideological bias of the press, specifically its implicit commitment to capitalism and to objectivity (itself a "myth" of social order), newspapers of the period could be expected to refrain from undermining the economic system in their coverage of the labor strike. An ideological approach predicts that, to delegitimize the strike, newspaper coverage would become increasingly hostile towards the trainmen as the strike develops, and then, to reincorporate dissident parties into the restored status quo, become less critical as the strike resolves. An examination of the ideas, connotative language, labeling, and stereotyping in the headlines, news stories and editorials of three prominent contemporary newspapers (the New York "Times," the Chicago "Tribune," and the Atlanta "Constitution") supports the hypothesis. The three newspapers (1) were critical of the strike from the beginning, (2) increased their anti-labor rhetoric during the violent crisis at Pittsburgh by using both news columns and editorial pages to promote status quo viewpoints and to separate "good" strikers from "bad," and (3) decreased anti-labor rhetoric as the strike waned, according it a more favorable view. However, post strike editorials continued to place the blame for the most threatening parts of the strike on communists and looters, considered the most dangerous elements of the labor force. The similarity of these findings to more recent patterns of media coverage is noted. (JG)

ED 285 167 CS 210 647

Stacks, Don W.; Melson, William H.
Toward a Hierarchical Processing Model of Audio Advertising Messages.
PUB DATE- Aug 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Auditory Discrimination; *Brain Hemisphere Functions; Communication Research; Epistemology; *Language Processing; *Lateral Dominance; Models; *Neurology; Persuasive Discourse
IDENTIFIERS- Audience Response

Research shows that information received by one brain hemisphere (e.g., auditory messages entering the right ear) is processed and transferred to the other, interpretation being a combination of right and left brain processing, with high intensity messages shifting control from the left to the right brain. If information is received by one hemisphere in isolation from the other (e.g., monaural reception inhibited by cross-ear masking), the opposite hemisphere must rely on input from the first hemisphere as if it were the same information it would normally receive from the ear. Hence, the analyses may be skewed by the different semantic and syntactic style of each hemisphere. In P. MacLean's concept of a hierarchical "triune brain"--three evolutionary brains stacked vertically--auditory messages are normally first processed by the R-Complex brain, reinterpreted by the Paleomammalian brain, and finally integrated and processed according to social rules and the logic of human experience in the Neomammalian brain. Together these theories imply that the auditory processing of advertisements is mediated by hemispheric style and possibly influenced by the evolutionary level of the brain controlling message interpretation. Thus, the type of advertising message (propositional versus nonpropositional, high versus low intensity) combined with masking (e.g., sales pitches using background noise heard on "walkman" radios) could obtain different degrees of acceptance by inducing isolated hemisphere reception. (JG)

ED 285 168 CS 210 650

Northcroft, David J.
English--Personal Growth and Public Accountability: The Scottish Experience.
PUB DATE- May 86
NOTE- 28p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Achievement Tests; Administrative Policy; Course Content; *Criterion Referenced Tests; Curriculum Development; *Curriculum Problems; Educational Change; Educational Philosophy; *Educational Quality; Educational Trends; *English Instruction; Foreign Countries; *Literature Appreciation; Student Centered Curriculum
IDENTIFIERS- Reform Efforts; *Scotland; Scottish Certificate of Education

The implementation of a set of curriculum standards in Scottish public schools has raised some fears among Scottish teachers of English over whether such strict guidelines will impede the use of literary education to foster students' personal growth. Previously, freed from many curricular restrictions by a series of reforms in the 1960s and 1970s, instructors of English in Scotland saw their role as facilitators of personal growth and creative interaction through literature. The notion of public accountability in the form of curriculum standards and a nationwide exam in the students' final year of school raised concerns that such personal growth would be replaced by mere basic skills instruction and approved-text edification. However, the new curriculum standards, compiled in a handbook called "Scottish Certificate of Education; Standard Grade: Arrangements in English at Foundation, General, and Credit Levels," have been swiftly and completely implemented in Scotland's 450 schools, due to the size of the country; its 12 small, tightly knit educational districts; and a team of administrators and teachers that can be called together to take part in curriculum development. Additionally, teachers have found ways to compromise between rigid standards and personal growth, developing classroom techniques that blend the two objectives. The success of the project suggests that a reconciliation between the liberties of personal growth and the strictures of "public accountability" is possible. (JC)

ED 285 169 CS 210 671

Butler, Sydney J.

A Survey of the Testing of English/Language Arts in British Columbia, 1984-85.

Committee to Improve the Teaching of English (British Columbia).

PUB DATE- 20 Jan 86
NOTE- 34p.; Interim report of the Committee to Improve the Teaching of English Commission on the Testing of English/Language Arts in British Columbia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Research; Elementary Secondary Education; *English Instruction; Foreign Countries; Higher Education; *Language Arts; School Surveys; Standardized Tests; Student Evaluation; *Testing Programs; *Test Use
IDENTIFIERS- British Columbia; *Canadian Achievement Tests

A survey was conducted to ascertain the amount and type of external testing (defined as any test introduced from outside the classroom) of English/language arts being administered throughout the province of British Columbia (Canada) during the 1985-1986 school year. Teachers and administrators were also given the opportunity to comment on the testing programs. Respondents, representing 961 schools and colleges (out of 1567 in the survey--a 61.3% return rate) as well as local teachers' associations, completed a questionnaire on testing. Results indicated a wide variety in the use of tests. A considerable proportion of schools (9.1%) indicated an avoidance of all externally imposed tests, while a similar percentage (9.8%) reported using only the tests mandated by the Ministry of Education. The remainder was divided between tests imposed by either the local district or school administrators. Results did not reveal the content tested in the locally developed tests. Findings also showed the widespread use of standardized tests, such as the Canadian Test of Basic Skills (a Canadian adaptation of the Iowa Tests of Basic Skills) or the Gates-MacGinitie Reading Test. (References, tables of data, and a sample questionnaire are attached.) (NKA)

Demoze, Fisseha
San Diego High School International Baccalaureate/Writing Academy Magnet Program First Year Evaluation. Evaluation Department Report No. 452.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 27 Jan 87
NOTE- 84p.; Some pages contain small light type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Educational Objectives; High Schools; *International Studies; *Magnet Schools; *Program Evaluation; Second Language Programs; Technical Writing; *Writing Instruction
IDENTIFIERS- *International Baccalaureate

A study of the implementation and effectiveness of a unique magnet program, this first-year evaluation deals with the International Baccalaureate/Writing Academy magnet program implemented at San Diego (California) High School during the 1985-1986 school year. The first chapter points out issues and concerns of the program, while the second chapter provides background information about the writing academy--a high school program stressing writing for real-life situations, and the international baccalaureate--a program of study stressing international concerns and foreign language skills. This chapter also contains a listing of the evaluation questions used in the study. The third chapter describes the methodology of the study, which included comparison school selection, student selection and testing, instrumentation, data collection and scoring, and data analysis. The evaluation findings are presented in the fourth chapter, including data on the following: (1) evaluation goals/questions/findings; (2) results from the study: equity in student placement; (3) course changes; (4) track mobility; (5) track enrollments; (6) English classes; (7) math classes; (8) schoolwide concerns; (9) results of a teacher survey; and (10) results of a student survey. Discussion and recommendations are the topics of the final chapter, which is followed by a bibliography, seven tables of comparative data, and nine appendixes presenting standardized test results, student writing samples, and survey results. (SKC)

ED 285 171 CS 210 680

Battle, Mary Vroman
Evaluated Quantitative Research for Relating Reading and Writing in Beginning College English.
PUB DATE- 19 Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College English; *College Freshmen; Course Content; *Freshman Composition; Higher Education; *Integrated Activities; Interdisciplinary Approach; Learning Strategies; *Reading Difficulties; Reading Research; Reading Skills; *Reading Writing Relationship; *Student Needs; Writing Research; Writing Skills

College freshman composition courses are often taught on the assumption that students need little or no help in reading, with the result that reading materials are only used as models of writing. However, research such as a 1978 study at the University of Minnesota wherein freshmen scored significantly lower in reading skills than did freshmen 50 years earlier, indicates that freshmen need to study reading at the instructional level, as they do not appear to absorb it as a function of learning to write. A review of nine experiments that used sentence combining to improve writing showed that the technique failed to improve reading significantly, and three experiments that used analytical reading indicated that the method failed to improve writing. Because reading and writing are different skills, both should be taught directly, but because of their similarities, instruction in reading and writing can take place in the same course. Additional writing research shows that 18-year-old freshmen appear to develop natural capacities for writing--the number of errors they make decreases and the level of sentence complexity increases--but that they need some instruction to continue improvement. Overinstructing them in one narrow area of writing, however, seems to damage students' other writing skills. (Twenty-eight references are included.) (JC)

ED 285 172 CS 210 687

Kang, Tae-Young

Communication Patterns of Foreign Students: A Survey among the Korean Students in the University of Texas at Austin.

PUB DATE- Aug 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Problems; Communication Research; *Cultural Influences; Ethnic Groups; Foreign Countries; *Foreign Students; Higher Education; *Intercultural Communication; *Interpersonal Communication; Interpersonal Relationship; Limited English Speaking
IDENTIFIERS- *Koreans; Media Use; University of Texas Austin

Noting that the Korean socio-cultural background, combined with situational factors such as language difficulty and racial barriers, produce a special kind of communication pattern among Korean students in the United States, a study focused on the communication patterns of Korean students at the University of Texas at Austin. Subjects, 158 Korean students (out of a total sample of 166, or half the Korean student enrollment) completed a questionnaire developed to yield a profile of mass media behavior, cognitive perceptions, and personal interaction patterns. Results indicated that English proficiency, favorable attitude toward Americans and the United States, situational factors, and some demographic characteristics critically affected Korean students' communication patterns in terms of interpersonal relationships and media use. Among the results were the following: (1) more than 80% watch television at least two or three times a week, with most paying considerable attention to hard news content; (2) most prefer interaction with Korean colleagues to interaction with Americans; (3) most characterize their English proficiency as fair; and (4) more acquire more information related to Korea through American newspapers than through television. Overall the results suggest that Korean students exhibit three types of interpersonal relationships: open (contact with Koreans and Americans), closed (contact with Koreans only), and isolated (rare contact with either group). (Tables of data and 27 references are appended.) (SKC)

ED 285 173 CS 210 698

Nowak, Glen J.; Salmon, Charles T.
Measuring Involvement with Social Issues.
PUB DATE- Aug 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Cognitive Processes; Consumer Economics; Higher Education; *Mass Media Effects; *Measurement Techniques; Media Research; Models; *Participation; Political Issues; Public Opinion; *Research Methodology; *Social Problems; *Test Validity; Theories
IDENTIFIERS- Personal Involvement

A study applied research concepts from consumer product involvement to test a model for research on involvement with social issues. Issue involvement was defined as the state or level of perceived importance and/or interest evoked by a stimulus (issue) within a specific situation. Attitudes on four social issues--abortion, pornography, the mandatory seat-belt law, and proposed increases in university tuition--were elicited by questionnaire from 475 undergraduates in an introductory public relations course at a large midwestern university. These issues were chosen because they reflected national, state, and local concerns, thereby offering the possibility of wide differences in the level of involvement among the students. The questions were presented as part of a public opinion poll, and students were told that the purpose of the questionnaire was to assess their opinions on various social issues. Seven weeks later, a similar questionnaire, with questions about abortion and the mandatory seat belt law, was administered to 413 members of the same class. Results indicated that the approach taken to measure involvement in consumer behavior research is applicable, with appropriate adaptation, to mass communication research on involvement with social issues as well. However, standardized, reliable, and valid measures of the construct should be developed so that the precise role of involvement in these processes will be better understood. (Tables of data are included, and footnotes, references, a sample questionnaire and an assessment scale are appended.) (NKA)

Davenport, Elizabeth K.
Must-Carry and Public Broadcasting.

PUB DATE- Aug 87
NOTE- 42p.; Paper presented at the Annual Meeting of The Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Reception Equipment; *Cable Television; Competition; Constitutional Law; *Court Litigation; Freedom of Speech; *Government Role; *Public Television; Television Research
IDENTIFIERS- Federal Communications Commission; *First Amendment; *Must Carry Rules (Broadcasting)

Because of the United States Court of Appeal's ruling ("Quincy Cable TV vs. Federal Communications Commission") that government regulation of what cable television stations can broadcast violates their First Amendment rights, a number of consequences have arisen concerning what cable stations are required to broadcast (must-carry rules), and how much power and monopoly they can have. Cable stations were originally intended to retransmit local programming to areas that were too remote to pick up regular television signals, but protests were filed in 1980 to remove restrictions on cable programing on the basis that such regulations violate the stations' freedom of speech. The court handed down the "Quincy" decision based on the idea that cable stations have competition and could not form monopolies, but this has not been the case in several areas of the country, where one or two services have dominated viewer services, and as a consequence have blocked out the local viewers' ability to receive local public television, unless the cable service they subscribe to carries it. Solutions, such as the requirement that cable stations install A/B switches that would allow viewers to switch off cable television and receive public television, have not been successful, due to problems with quality reception of local channels without cable, and viewer apathy to public television. Such problems may ultimately reduce public funding for educational television, and cause it to finally collapse. (JC)

ED 285 175 CS 210 713

Marx, Michael Steven
Joining the Composition Classroom and the Content Course: A Contextualized Approach for Teaching Developmental Writing.
PUB DATE- 24 Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Developmental Writing Conference (7th, Norfolk, VA, April 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Content Area Writing; Curriculum Development; Higher Education; *Integrated Activities; Interdisciplinary Approach; *Program Development; Psychology; Research Papers (Students); Skill Development; Teacher Student Relationship; Writing Evaluation; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Basic Writing; Journal Writing; Teacher Student Conferences; Writing to Learn

A pilot program at the University of Michigan integrated the teaching of developmental writing and the teaching of introductory psychology based upon the two-fold principles of writing-across-the-curriculum: learning to write and writing to learn. The program consisted of four components: (1) a series of brief autonomous composition assignments that served as constituent units for longer term papers and introduced students to the writing process; (2) formal term papers that permitted the teaching of outlining, selection, organization, and revision; (3) journals based on readings from the principal psychology text; and (4) weekly conferences that served as a forum for individualized instruction and discussion of all the writing activities. The shorter compositions on discovering a topic and defending a methodology, and especially the journal writing, maintained the connection between writing and the content course. Keeping a journal, a structured activity, helped the students understand their structured content reading more clearly. The conference approach increased student motivation and allowed the instructor to provide more focused, concentrated instruction. Students were given a diagnostic test at midterm and a placement test for future writing courses at the end of the term that placed 9 of the 11 developmental students in the introductory composition courses. These successful developmental students' average final grades in psychology were better than the class average, suggesting that the joint program was effective. (References are attached.) (NKA)

ED 285 176 CS 210 715

Baghban, Marcia
Sister and Brother Writing Interplay.
PUB DATE- Oct 86
NOTE- 32p.; Paper presented at the Invitational Conference "New Directions in Composition Research" (Durham, NH, October 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Order; Case Studies; *Child Language; Child Role; *Family Life; Family Relationship; Language Acquisition; Literacy; Parent Role; Role Models; *Siblings; Teaching Methods; *Writing Instruction; *Writing Readiness; Writing Research; Young Children
IDENTIFIERS- *Childrens Writing; Informal Learning; Sibling Rivalry; Writing Attitudes

A case study detailed the influence of a nine-year-old female sibling on the writing development of her younger brother, from the time he was 18 months old until he was 28 months old. General and significant interactions, such as the boy's oral language milestones and the books the children shared, were recorded in a journal by their mother. Periodic transcriptions of reading and writing interaction were also made, and writing samples from both children were collected. Results indicated that although the older sister exhibited several teaching techniques--such as providing writing examples, demonstrating functional contexts for writing, organizing materials and writing sessions, and acting as researcher--her immaturity affected her teaching ability. Her choices of reading materials to share with her brother were not always appropriate, and at times, the children fought violently, despite the eight-year age difference. Findings suggest that parents should be concerned with teaching older siblings how to encourage literacy in younger siblings and how to supervise sibling interactions. (NKA)

ED 285 177 CS 210 728

Sullivan, Francis J.
Placing Texts, Placing Writers: Sources of Readers' Judgments in University Placement-Testing.
PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Essay Tests; Evaluation Criteria; Evaluation Methods; Grading; Higher Education; *Holistic Evaluation; Interrater Reliability; Reader Text Relationship; Scores; *Student Placement; Test Interpretation; Test Reliability; Test Theory; *Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS- *Placement Tests

A study examined how pragmatic form influences evaluation of student essays in university placement testing. Specifically, the study documented how patterns in students' use of information (assumed to be either old, inferable, or new for readers) affected the holistic scores for quality given to the essays. Subjects, 99 randomly selected entering undergraduates, all native English speakers, wrote essays that responded to the same rhetorical demands--a transactional piece of prose explaining the writer's position on a current public issue. Each essay was ranked by two readers using a modified holistic scoring system. The use of categories from E. Prince's taxonomy allowed a cross-classification of 24 categories into which a piece of information could be placed. Results indicated that three kinds of social identities were salient in the placement-test situation: (1) that of the "test-taker," whose use of linguistic forms overtly appealed to the norms supposedly operating in the situation; (2) that of the "knowledgeable student," whose use of linguistic forms established credibility and appeal to literate traditions presumed shared with readers of the test; and (3) that of the "straightforwardly cooperative writer," whose use of linguistic forms established his or her personal sincerity and directness. If it is true that readers use linguistic forms simultaneously to construct message and writer, and that their evaluation of the former is better understood as a response to the latter, further research should pursue relations among other aspects of linguistic forms, social identity, and readers' evaluations. (Tables of data, sample essay topics marked according to Prince's taxonomy, and references are appended.) (NKA)

ED 285 178 CS 210 743

Bishop, Wendy
Revising the Technical Writing Class: Peer Critiques, Self-Evaluation and Portfolio Grading.
PUB DATE- Jul 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Penn State Conference on Rhetoric and Composition (6th, State College, PA, July 7-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business English; *Course Content; Higher Education; *Peer Evaluation; Process Education; Reader Response; Revision (Written Composition); Small Group Instruction; Teaching Methods; *Technical Writing; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- Audience Awareness; Audience Response

A process oriented technical writing course was devised at the University of Alaska to counteract the "forms" approach and to include peer critiques and student participation in class grading. Modifications to the standard syllabus included (1) student analyses of their own writing processes through literacy autobiographies, (2) student interviews with practitioners in different fields to identify types and kinds of writing done in those fields, (3) discussions of paper types and textbook readings leading to student-generated critique sheets, (4) conference based reviews of peer-completed critique sheets, and (5) compilation of extensively revised, carefully self-evaluated portfolios of technical writing (graded at midterm and at semester's end). By sharing the first two assignments in peer writing groups, students learn that they have many writing experiences in common (e.g. writing block), and also find that most professionals in their fields spend over 50% of their time in writing-related activities. Students produce drafts at three levels: rough (self-critiqued outside of class), professional (submitted for class critiquing), and portfolio (turned in for a grade). This critiquing cycle ensures that each paper undergoes multiple revisions. The class-generated evaluation guides rate attributes of each paper type, and emphasize the importance of communicating to a broad audience. Portfolios include earlier drafts, a prompt-assisted student self-evaluation, and a self-grade. (Peer evaluation checklists, portfolio cycle flow chart, student writing excerpts, and assignment sheets are included.) (JG)

Martinez, Joseph G. R.; Martinez, Nancy C.
Are Basic Writers Cognitively Deficient?
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (20th, Albuquerque, NM, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Cognitive Development; Cognitive Measurement; College Students; *Developmental Stages; *Educational Diagnosis; Formal Operations; Higher Education; Piagetian Theory; Theory Practice Relationship; Writing Difficulties; Writing Evaluation; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- *Basic Writing; Concrete Operations; Perry (William); Vygotsky (Lev S)

Researchers of writing ability have often applied the developmental schemes of William Perry, Lev Vygotsky, and Jean Piaget in describing basic writers. As a result, some researchers have concluded that basic writers think well below the formal-operations or true concept-formation stage of cognitive development. To investigate the theory that basic writers are cognitively deficient, two studies were performed with groups of basic writers and, for comparison, groups of graduate students. Task A required both sets of subjects to provide logical transitions between 12 related sentences. Results showed little difference between the basic writers and the graduate students' abilities. However, an error analysis showed that the basic writers made more spelling and mechanical errors. Task B asked students to revise a paragraph in terms of inductive and deductive logic, movement from general to specific items, and chronological and spatial arrangement. Results again showed no difference in ability to complete the task, but many more mechanical and spelling errors on the part of the basic writers. This suggests that basic writers are not cognitively immature, but are simply working at an unfamiliar task and are unacquainted with the conventions necessary to perform it well. More research in the area of basic writing is needed, but researchers would be wise to look for ways to help basic writers, rather than label them. (Fifteen references are included.) (JC).

ED 285 180 CS 210 754

Hesse, Douglas
Narrative in Essays: A Challenge of Textbook Truisms.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Writing; Discourse Analysis; *Essays; *Literary Criticism; Literary Devices; *Literary Genres; Literary Styles; *Narration; Textbook Content; Theory Practice Relationship; Writing Skills
IDENTIFIERS- *Narrative Text; *Text Factors; Text Structure; Writing Style

Most textbooks, ignoring current narrative theory, fail to explain a large number of published essays containing narrative. To challenge textbook definitions of narratives, three points should be made: (1) a clear distinction should be recognized between narratives making points and narratives proving points, (2) the textbook equating of "narrative" with "story" obscures some of the ways that narrative functions in essays, and (3) narrative should be understood not as a device but as a fundamental mode of persuasion. Making a point is not just "balancing an equation"; it is also establishing a juncture that exists to enable writers to state propositions. In "My Magical Metronome" Lewis Thomas's reflections on his acquisition of a pacemaker lead gracefully to ideas about medical technology. Narrative movement takes the reader from some place (literally and metaphorically) to some other place, a different point. Essays can exhibit three degrees of narrative: essays with narrative, essays with story, and essays as story. At the moment a narrative becomes a story, it has a point, and if it has a point it is a story. Textbook writers usually ignore the fact that the power of narrative in essay comes not from the writer's ability to mirror reality, but from offering it to the reader in a particularly attractive shape. The function of narrative in essays is best defined as the idea of getting readers from one event to another, from one point to another. (NKA)

ED 285 181 CS 210 755

Pezzulich, Evelyn

Reading and Writing Journals: Balancing Skills and Humanities in the English Classroom.

PUB DATE- 26 Mar 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Massachusetts Council of Teachers of English Spring Conference (Braintree, MA, March 26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diaries; English Instruction; Higher Education; Literature Appreciation; Nonfiction; *Reading Writing Relationship; Teaching Methods; Theory Practice Relationship; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Journal Writing; *Student Journals; Writing to Learn

Interdepartmental rivalries between literature instruction and composition instruction have contributed to viewing reading and writing as disconnected activities. One solution to this divisiveness is a course in "the journal as a literary tradition," which combines reading and writing in equal portions. Students first learn about the background of journal-writing, and journal devices and techniques. They begin keeping their own journals in the second week of the course, writing five times a week, in addition to completing journal exercises such as writing in a descriptive or cathartic form. Students also begin to read published journals, such as Anne Frank's. Journals are handed in at the end of seven weeks, along with a four-page paper discussing a particular phase of their lives or an event through which they discovered some truth about themselves, another person, or some aspect of life. The second seven weeks are devoted to the academic journal, wherein students see their writing as a tool for original thought about their studies. They form proposals for their journals and read published journals and related novels or essays, such as Virginia Woolf's journal and her essay "A Room of One's Own." Students turn in a final paper analyzing a professional journal, and throughout the course are allowed to share selections of their own journals with the class. They emerge from the course understanding that journals are not merely repositories of others' ideas, but are a way of thinking and learning. (JC)

ED 285 182 CS 210 756

Rose, Shirley

Caught in the Wrong Act: Composing Process Theory for a Science of Human Understanding.

PUB DATE- 22 Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Higher Education; *Process Education; Teaching Methods; *Theory Practice Relationship; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Author Text Relationship; *Writing Attitudes; Writing Topics

Students write a great deal during their school years, but they apparently never realize that writing affects their lives outside of school and can often even be important to their success. Research on the composing process has enabled teachers to separate the writing process from its product, but theory, practice, and research still focus on the text to the exclusion of considering the changes the writer, the reader, and the world undergo in the writing process. Writers compose not only a text, but a self, an "other" in the reader, and a version of reality. Thus writing can be defined as an act of human understanding, that will allow us to explain not only how a writer composes but also why humans choose writing as a mode of cultural interaction. In this framework, researchers and practitioners can focus on the transforming nature of the composing process and use it to study human science through, for example, the study of autobiographies. Assigning autobiographical narratives to students helps teachers to understand the students (and students to understand themselves). Assigning students to describe an instance in which writing made a difference in their lives helps them come to a new understanding of their past experiences and redefine their expectations, so that they realize that writing is not just an act performed for grades. This change comes from the process of writing, not from the text that students produce. (SKC)

ED 285 183 CS 210 758

Liberman, Michael

Egocentrism and the Problem of Critical Thought.

PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Meeting of the Conference on Critical Thinking (Newport News, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Critical Reading; *Critical Thinking; Developmental Stages; *Egocentrism; Freshman Composition; Higher Education; Literary Devices; *Literature Appreciation; *Piagetian Theory; *Reader Response; Social Development; Student Attitudes; Writing Processes
IDENTIFIERS- *Audience Awareness; Hawthorne (Nathaniel); Writing Attitudes; Young Goodman Brown

The protagonist of Nathaniel Hawthorne's short story "Young Goodman Brown" misinterprets experiences that befall him because he cannot escape what Jean Piaget calls "egocentrism"--lack of awareness of anything outside one's immediate experience. Today's college students, reading Hawthorne, misinterpret the story, since they too manifest a certain degree of egocentrism, indicated by their writing. In a study of 14 students' free writings, "I" was used with great frequency; for 12 of the students, it was the most frequently used word. Walter Weintraub, in an analysis of psychopathology, considered the frequent use of "I" an indication of self-preoccupation. Four ways to reduce this egocentrism and to develop students' critically perceptive readings of literature would be to instill in them (1) an understanding of reading at a level more complex than the most evident, (2) objectivity about reading, (3) recognition that irony is frequent in fiction, and (4) tolerance of ambiguity. These guidelines would help readers develop a more mature understanding of literature, as would identification with the audience instead of with the protagonist. Limited exposure to written language and lack of extensive language use prevents student readers from understanding how writers manipulate language, and thus from arriving at a self-satisfying interpretation of literature. Students must learn to be sufficiently egocentric to believe that their opinions have value, but objective enough to escape from a too-personal reading of literature or world view. (NKA)

ED 285 184 CS 210 759

Werner, Warren W.

Reading in the Writing Class: Conventions, Socialization, and Revision.

PUB DATE- Jun 87
NOTE- 13p.; Paper presented at the Meeting of the Gulf Coast Conference on the Teaching of Writing (Point Clear, AL, June 10-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Correspondence; Higher Education; *Peer Evaluation; Reading Writing Relationship; Revision (Written Composition); *Teaching Methods; *Technical Writing; *Writing Evaluation; Writing Exercises; *Writing Instruction
IDENTIFIERS- *Audience Awareness

On the premise that the kind of writing done in business and technical writing classes is a social act, the business and technical writing courses at Auburn University (Alabama) use peer interaction, revision, and audience awareness to help students become aware of and internalize the conventions of writing. Students are required to read each others' writing and write about it, then revise their own work. Students exchange their memoranda, technical instruction, and letters of application and resumes, then write memos to the instructor evaluating their peer's work. More effectively than textbook models, this strategy allows students to see work that is different from their own, and realize the broader range of choices. Revision is implemented as students rewrite and resubmit their letters and resumes, using the in-class memos, comments from teacher-student conferences, and their experiences of reading other students' work. The peer interaction deemphasizes the visual aspects of writing by creating a social context and a sense of the reader or audience. (HTH)

ED 285 185 CS 210 761

McGuire, Belinda

Self-Awareness Can Lead to Greater Control for Young Writers.

PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Cognitive Processes; Elementary Secondary Education; Self Concept; Student Attitudes; Teacher Student Relationship; Teaching Methods; *Writing Difficulties; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Self Awareness; *Writing Attitudes

To determine students' thought processes as they are writing, over 100 secondary school English students periodically were asked a set of questions immediately after an in-class writing activity, when they were most in touch with their own experiences. Questions were: (1) What things happen to you when you write? (2) What things concerning writing would you like to know more about? (3) How would you describe your own writing process? and (4) How has your writing changed so far this year? The student responses fell into three general categories: the anxious reaction, euphoria, and the normal reaction. Most students fell into the normal category, experiencing frustrations when ideas rushed into their minds before they could organize them. As time passed, students began to assume the identity of "writer" rather than "student trying to write," an indication that they were developing a sense of self-awareness and a new sense of identity. They also began to make some astute assessments of their own skills and progress as writers. This informal survey revealed the kinds of joys and frustrations students experience to which teachers often lack access, showed how students grow from their frustrations, and indicated how writing development can lead to self-directed writing. (SKC)

ED 285 186 CS 210 762

Rosenberg, Ruth
Mapping Arguments: A Self-Monitoring Composing Strategy.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the New Jersey Council of Teachers of English (New Brunswick, NJ, April 3-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Models; Outlining (Discourse); *Persuasive Discourse; Prewriting; Revision (Written Composition); Theory Practice Relationship; Writing Difficulties; Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Mapping (Composition); *Text Organization; Text Structure

Because graduating high school seniors and college freshmen have difficulty writing persuasive arguments, elementary and secondary school writing curricula must teach students how to create a persuasive argument by producing evidence or support for their claims. One strategy for teaching persuasive writing that has proven to be successful is a mapping exercise using a wheel-shaped blank outline, which students fill in with main ideas and supporting information. Students begin by reading persuasive essays and mapping out their arguments, with main ideas forming the "hub" of the wheel outline and large supporting ideas forming the "spokes." Peripheral ideas then radiate from the spokes. After applying the technique to professional essays, students can use the wheel map to plan their own arguments. If they see that they lack supporting information to make up the wheel spokes, they continue to research their topic and acquire more. Students' maps can be copied for class examination and comment which focuses attention on the logical structure of the argument instead of surface errors. Because of their consistency, compositional maps foster internalization of assessment criteria. Additionally, maps are superior to revision checklists because they are visual rather than verbal, and because they distance and objectify problems which student writers are then able to resolve. Six pages of works cited are included. (JC)

ED 285 187 CS 210 763

Olasky, Marvin N.
Liberal Boosterism and Conservative Distancing: Newspaper Coverage of the Chambers-Hiss Affair, 1948-1950.
PUB DATE- Aug 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communism; *Court Litigation; Editorials; Media Research; News Media; *Newspapers; *News Reporting; News Writing; *Press Opinion
IDENTIFIERS- Chambers (Whittaker); Espionage; *Hiss (Alger); *Journalism History; *Media Bias; USSR

A study examined coverage of Alger Hiss's trial for spying for the Soviet Union in the conservative Los Angeles "Times" and Chicago "Tribune," and the liberal Washington "Post" and New York "Times." It was hypothesized that (1) the liberal newspapers would favor Hiss, especially in their editorials; (2) the conservative newspapers would support Hiss's accuser, Whittaker Chambers; (3) as evidence against Hiss mounted, the liberal newspapers would decrease their support for Hiss and admit a grudging respect for Chambers' testimony; and that (4) as the trial proceeded, the conservative newspapers would hear the deeper messages against U.S. and Soviet materialism that Chambers was presenting and would relay them to readers. Results of the content analysis showed that the conservative and liberal newspapers originally split on ideological grounds, but as the evidence against Hiss accumulated, the New York "Times" shifted its support to Chambers. Additionally, the Washington "Post," after wavering in its support of Hiss in light of his perjury, resumed its hardline pro-Hiss stance, but the conservative newspapers, though they supported Chambers on political grounds, did not support his religious views, and seemed to lose interest in him in their summations of the trial. Hence, the first two hypotheses were upheld, the third was partly upheld, and the fourth was not upheld. (Seventy-four notes are included.) (JC)

ED 285 188 CS 210 764

Olasky, Marvin N.
Early Nineteenth Century Christian Libertarian Newspapers: Rise and Decline of the Boston Recorder, 1816-1849.
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Christianity; Content Analysis; Editors; Information Dissemination; Mass Media Effects; Media Research; *Newspapers; Press Opinion; Textbook Content; United States History
IDENTIFIERS- *Boston Recorder; *Journalism History; Nineteenth Century History; Willis (Nathaniel)

Recent history textbooks have conspicuously removed references to religion and religious publications, providing a distorted view of American and world history. One such neglected publication, the Boston "Recorder," was founded by Nathaniel Willis in 1816. A Christian newspaper, it was based on three principles: (1) to show theological truth; (2) to put out a concise newspaper, including "the earliest information of all such events as mankind usually deem important;" and (3) to build a circulation among churchgoers and nonchurchgoers alike. The editor's interest in secular and religious information, peculiar for its day, was characterized by specific detail and sensationalist headlines that emphasized human sinfulness and dependence upon God for salvation. It reported natural disasters as retribution from heaven, and tended to focus on God's power rather than that of humans. Despite the newspaper's rapid growth, it was undercut by the development of the Transcendentalist movement, Christian social pessimism, and denominational in-fighting. Under a succession of new editors, the paper focused less on divine intervention in human affairs and the need for salvation, and more often reported people's ability to help themselves. The advent of the penny press and steam driven printing presses finally forced the "Recorder" to merge with the "Puritan" and go out of business. Despite the paper's obscurity, the "Recorder" and religious newspapers like it should be represented fairly in textbooks if they are to provide an accurate understanding of history. (Seventy-three notes are included.) (JC)

ED 285 189 CS 210 765

White, Jon
Public Relations in the Social Construction of Reality: Theoretical and Practical Implications of Berger and Luckmann's View of the Social Construction of Reality.
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Communication (Thought Transfer); Cultural Influences; *Epistemology; Ethics; Mass Media Effects; Organizational Communication; Persuasive Discourse; Public Opinion; *Public Relations; Rhetoric; *Social Cognition; *Social Values
IDENTIFIERS- Berger (Peter); Luckmann (Thomas)

As P. L. Berger and T. Luckmann argue, what the public regards as social reality is a construction to which each member contributes by selecting from all available information to develop a picture of the world. To do so, people negotiate with other people regarding the meaning of the information provided. A logical extension of this theory is that public relations influences the meaning of reality. In organizations that deal with the public, complex social relationships, power, politics, and influence all effect the way problems are defined and small portions of reality constructed in order to make decisions and pursue solutions. Public relations practitioners construct the meaning of the environment for organizations (for example, by describing the consequences of their interaction with the public or the land), and represent the organizations to the outside world (for example, through media advertising), presenting constructions of reality to both sides which are then negotiated for. From this standpoint, criticisms of public relations practitioners' subjective definition of truth and their manipulation of facts are undercut by the recognition that all reality is socially constructed. Conversely, the practice of upsetting ordinary reality constructions and representing information in ways calculated to effect reality perception and behavior raises ethical questions. Individuals in public relations must be adequately prepared for issues of what constitutes honesty in communication when social reality is a construction arrived at through negotiation. (JG)

Lindemann, Erika
The Development of the "Longman Bibliography of Composition and Rhetoric."
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracts; *Annotated Bibliographies; Cataloging; Citations (References); *Educational Resources; Electronic Publishing; *Publishing Industry; *Rhetoric; *Writing (Composition); *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Conference College Composition and Communication; ERIC; *Longman Bibliography of Composition and Rhetoric; National Council of Teachers of English

The "Longman Bibliography of Composition and Rhetoric" is an annual, annotated, descriptive bibliography of work in rhetoric and composition. Its first volume contains 3,853 citations for titles appearing in 1984 and 1985. The bibliographers received assistance from important authors and editors of publications in rhetoric, who stressed that subject-area bibliographies are an important way of asserting the legitimacy of a profession. The bibliography is a comprehensive, descriptive work encompassing the many disciplines that make up rhetoric and composition. The "Thesaurus of ERIC Descriptors" and convention programs of the National Council of Teachers of English and the Conference on College Composition and Communication helped define the terms and subjects covered in the profession. Next, the bibliographers mapped and clustered the terms, which cover works on written communication in English or other languages, the processes whereby people compose and understand written messages, and methods of teaching people to communicate effectively in writing. To write the entries, 152 teachers and researchers have volunteered their services, and use a handbook to create consistent 25- to 50-word annotations that are descriptive rather than evaluative. They try to use original materials rather than copy from advertisers whenever possible, although most publishers will not provide examination copies. In the bibliography all entries are listed once, numbered, and cross-referenced. Computers are used for alphabetizing and typesetting, and it is projected that computers will be used more and more in future editions. (SKC)

ED 285 191 CS 210 767

Zahlan, Anne Ricketson

Liberating Parody: Strategies for Teaching Style.

PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Imitation; Literary Devices; Literary Styles; Models; *Parody; *Rhetoric; Rhetorical Invention; Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- Stylistics; Writing Models; *Writing Strategies; *Writing Style

Imitation of organizational and sentence patterns is an ancient technique for teaching rhetoric, but to be effective, imitation must be informed, deliberate, and creative. Students must first learn to recognize the characteristics of a given style and then to appreciate the connection between specific stylistic qualities and their cumulative effects. Providing students with a set of questions that dissect the grammar, the vocabulary, and the literary mechanism of passages read in class helps them connect qualities and quantities in prose passages with the effects produced. Reading with an eye to imitation, in addition to inspiring rhetorical strategies, can help student-writers expand their own repertoires of sentence patterns. In addition to other exercises using fiction and nonfiction, an experiment in imitation and parody with Vladimir Nabokov's attack on "Philistines and Philistinism" allowed students at an Illinois university to play games with Nabokovian turns of phrase. Imitation as classroom activity, far from being confining, liberated the students when used as a tool for composing on stylistic models. Another exercise required the students to write an extended definition of "Ramboism," inspired by the Nabokov article. Parodic discourse, according to M.M. Bakhtin, is a hybrid of languages and styles and thus represents dialogue between object and subject--an argument between styles. Parody can act as a bridge from the apprehension and acquisition of the linguistic components from which styles are formed and the creation and mastery of stylistic individuality. As such, parody can prove a valuable tool for the writing teacher. (Sample exercises and references are attached.) (NKA)

ED 285 192 CS 210 768

Veit, Richard

Requiem for a Shibboleth, or Has "Process" Outlived Its Usefulness?

PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Theories; Educational Trends; Freshman Composition; Higher Education; Instructional Effectiveness; Learning Processes; Process Education; Teaching Methods; Textbook Content; Theories; *Theory Practice Relationship; *Writing Instruction; *Writing Processes
IDENTIFIERS- Process Product Relationship; *Writing Attitudes; Writing Strategies

A glance at new textbooks or at ads in composition journals will show that besides "writing" and "reading," the word "process" appears more often than any other word. Composition has followed other theoretical notions in the air and turned from analyzing finished essays to examining the processes which produced them. Procedures for writing in identifiable stages have always been taught, but a better cognitive model does not automatically result in better teaching. Five areas of concern for process theory applications are the following: (1) teaching writing does not mean teaching writing theory; (2) danger lies in replacing the old prescriptivism with a new one; (3) process is responsible for a stage organization of recent texts, with some texts now devoting 400 pages to successive stages; (4) process approach can make the treatment of individual assignments less natural by isolating and examining every stage and artificially extending the process; and (5) even though the most valuable insight about composition is that students learn to write by writing, students in many process-oriented classrooms write fewer compositions. Two more potential dangers facing the process revolution are that the emphasis upon a process/product dichotomy leads to seeing colleagues in stereotypical terms, and that process revolutionaries can become the new establishment, with theory and research valued more highly than teaching. A reexamination of basic tenets and the deductions that follow them, as well as a moratorium on the process would be in order. (References are attached.) (NKA)

ED 285 193 CS 210 770

McGuire, Belinda
Where Does the Teacher Intervene with Underachieving Writers?
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; Behavior Problems; Classroom Communication; Grade 11; Intervention; Remedial Instruction; Secondary Education; *Student Attitudes; Student Behavior; *Teacher Role; *Teacher Student Relationship; Teaching Methods; Underachievement; *Writing Difficulties; Writing Improvement; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Dialogue Journals; Maslows Hierarchy of Needs; *Student Journals

A high school English teacher assigned to a class of underachieving eleventh grade students encountered numerous difficulties with the students' behavior and their resistance to writing. Most were disruptive in class, hostile to reading and writing assignments, and had troubled home lives. To combat the problem, the teacher developed a hierarchical scale of the students' needs based on Maslow's theory that basic needs precede higher development. The students appeared to need (1) an orderly, reliable, trustworthy environment; (2) control of their own behavior; and (3) a willingness to interact with the environment before they could begin to work on self-awareness, goal-setting, and writing skills.

To establish a trustworthy environment, dialogue journals were implemented that established ongoing, one-on-one conversations between teacher and student. In the journals, students discussed, among other things, their lives outside of school, their work in class, and what they felt about reading assignments. The journals showed students that their ideas would be taken seriously and made them more comfortable with writing frequently. A second strategy, a point system, gave students immediate feedback about their progress in class and alleviated confusion about how grades were assigned. The point system and the journals proved to be very effective, as indicated by higher student grades at the end of the semester. In addition, the teacher learned from the students when best to intervene, that a relationship based on trust that also modeled the writing process elicited the most positive responses, and that the objective system of behavioral guidelines neutralized negative interactions. (Three references are included.) (JC)

ED 285 194 CS 210 771

Wason-Ellam, Linda

Writing as a Tool for Learning: Math Journals in Grade One.

PUB DATE- 27 Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Cognitive Development; *Content Area Writing; Elementary School Mathematics; Grade 1; *Learning Strategies; Mathematics Instruction; *Mathematics Skills; *Metacognition; Primary Education; Student Attitudes; Student Writing Models; Synthesis; Theory Practice Relationship; Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Childrens Writing; *Student Journals; *Writing to Learn

Based on the idea that journal writing can help students discover gaps in their knowledge and explore relationships by allowing them to reflect on what they have learned, a study examined the usefulness of expressive journal writing in a first grade mathematics program. Subjects, members of a first grade classroom involved in a "hands-on" mathematics program, were asked to record in journals their impressions of what they were learning over an 18-week period. They were often asked motivating questions such as "What did I learn or discover this week at Math Centers?" Results showed that students used writing for four distinct purposes: (1) self-questioning, (2) organizing information, (3) assimilating and accommodating information, and (4) making guesses. As students became more comfortable with writing to learn rather than writing to display knowledge, they began to ask questions in their journals, order their experiences chronologically, connect new experiences with old, reflect on wrong answers as well as correct ones, and make guesses. The findings suggest that expressive writing makes learning active and personal, and does not relegate students to learning only by memorizing, transcribing, and recalling. (JC)

ED 285 195 CS 210 772

Richard, Blakeney J.
Insiders and Outsiders: Teachers and Students Confront the Text.
PUB DATE- Feb 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (22nd, Corpus Christi, TX, February, 5-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biblical Literature; Content Analysis; *English Instruction; Fiction; Figurative Language; Higher Education; *Literary Criticism; Literary History; *Literature Appreciation; Poetry; Reader Response; Student Attitudes; *Symbols (Literary); Teacher Role

Because students often come to a literary text without the prerequisite knowledge to understand or explicate it fully, they can be thought of as outsiders, needing the help of insiders, or experts in literature, to "learn the text's secrets." Moreover, students often do not fully comprehend how much of literature rests on symbolism that demands special knowledge to fully appreciate it. However, literature, particularly Western literature, has a history of using symbolism that has rendered works readable at a surface level as well as an inner, more complex level. The parables of the Good Samaritan, for instance, can be read as advice to care for one's neighbors, or as an analogy for divine love and the Second Coming. John Bunyan, Jonathan Swift, and Henry Fielding also implant mysteries or "secrets" in their work, partly for the amusement of becoming an "insider" by untangling literary puzzles, and partly in imitation of the Biblical notion of the incomprehensibility of God. Teachers can assist students in becoming insiders by acquainting them gradually with the idea of symbols. The use of popular songs or poetry in the classroom can help them feel comfortable with the idea of symbols. (JC)

ED 285 196 CS 210 774

Mohr, Marian M.; MacLean, Marion S.
Working Together: A Guide for Teacher-Researchers.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5823-4
PUB DATE- 87
NOTE- 142p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58234-222, $5.75 member, $7.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Research; Educational Change; Elementary Secondary Education; *English Instruction; Instructional Improvement; Language Arts; Research Methodology; *Teacher Effectiveness; *Teacher Role; *Theory Practice Relationship; Writing Instruction
IDENTIFIERS- *Teacher Researchers

Noting that raising standards for teaching is a key to education reform, this guide outlines a tested plan for helping practicing teachers upgrade and fine-tune their own performance by systematically studying their own classroom methods and the student learning that results. Following an introduction, the guide discusses research group organization and procedures, including research logs and readings. The guide then explores classroom research practice and process, specifically, emergent research questions, observation and reflection, data collection, analysis and interpretation, implications, and research reports and group publication. Next, the guide addresses research issues and complexities: teacher-researcher role tension and validity and reliability. Finally, the guide presents research reports from group publications as follows: (1) "'I Think It Has Something to Do with Our Minds': Using Synectics to Learn about History" (Leslie A. Gray); (2) "What Happens When Mickey Writes? Reading between the Lines" (Alberta Grossman); (3) "A Teacher-Researcher Writes about Learning" (Courtney Rogers); (4) "Discovering Revision" (Betsy Sanford); (5) "Reading for Meaning: Trying to Get Past First Basal" (Mary Schulman); and (6) "What Happens When Eleventh- and Twelfth-Grade Students Do More Than Sit and Listen? A Proposal for Classroom Research on Operative Learning" (Ann Sevcik). Appendixes contain a sample course outline, sample course description, and sample research proposal outline. (HTH)

ED 285 197 CS 210 775

Effective English Teaching: Concept, Research, and Practice.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-1293-5
PUB DATE- 87
NOTE- 126p.; Prepared by the CEE Commission on Research in Teacher Effectiveness.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 12935-222, $7.50 member, $9.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Educational Environment; Educational Research; Elementary Secondary Education; *English Instruction; Higher Education; Inservice Teacher Education; *Models; Teacher Administrator Relationship; Teacher Education; *Teacher Effectiveness; Teacher Student Relationship; *Teaching (Occupation)
Noting that teaching requires more than just knowledge of one's subject, this book analyzes the host of variables that affect the quality of English instruction and offers an "organic field model" of classroom English instruction. Following an introduction by Bruce Appleby, Chair of the Conference on English Education, the first chapter of the book presents the model, which shows how the "content"--the substance, skills, and processes of English--interacts with the "context" of teaching--factors such as class size, parental and community attitudes, socioeconomic status, the teacher's personality and background, and the philosophy of school administrators. The remaining four chapters illustrate the subtle ways that context governs the teacher's classroom options, as follows: (1) "Research on Teaching: Presage Variables" (William H. Peters); (2) "The Context Variable of the Organic Field Model" (Faye Louise Grindstaff); (3) "Research on Teaching Products and Processes" (Miles C. Olson); and (4) "Teacher Effectiveness Research: Inferences for In-Service and Staff Development" (Richard L. Hanzelka). (HTH)

ED 285 198 CS 210 777

Pelzer, Nancy L.
A Comparison Study of Research Journal First Authors.
PUB DATE- 81
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authors; Comparative Analysis; Evaluation Criteria; Media Research; Researchers; Research Opportunities; Research Skills; *Scholarly Journals; Sciences; *Scientific Research; *Writing for Publication
IDENTIFIERS- Brain Research Bulletin; Brain Research Journal; *Neurosciences; Scholarly Writing

A study evaluated several characteristics of authors published for the first time in two basic science research journals: "Brain Research," a well-established journal founded in 1966 (the first of its type); and "Brain Research Bulletin," a more recent journal founded in 1976. For the weekly "Brain Research," new authors were selected from every third article of the first issue of each month in 1981, while for the monthly "Brain Research Bulletin," each issue was used for author selection. Various characteristics of the representative authors were studied, including number of years elapsed since obtaining a doctoral degree (authors were divided into four groups in this category) and number of articles written that had been cited within the last five years. Results indicated that the two journals differed significantly only for the authors who had completed a doctorate in the last five years. They were published more frequently in "Brain Research" (major journal) than in "Brain Research Bulletin" (minor journal), and were statistically higher in every category examined. Findings suggest that less established researchers prefer to publish first in the major journal, "Brain Research," probably to achieve recognition.

However, "Brain Research Bulletin" is used by more established researchers who contribute to the quality of the publication, making it a strong secondary journal. (NKA)

ED 285 199 CS 210 779

Knudson, Ruth

Staff Development in the Implementation of a Schoolwide Writing Program.

PUB DATE- Apr 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; *Curriculum Development; Curriculum Evaluation; English Instruction; Program Effectiveness; *Program Evaluation; Science Instruction; Secondary Education; Social Sciences; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *California School Improvement Program

A case study examined the implementation of a schoolwide writing program established in a California middle school through a district sponsored school improvement program (SIP). Conducted at an urban sprawl southern California school of approximately 900 students in grades seven and eight, the program was directed and implemented by the English department. Staff training was given to the entire faculty, with extra inservice meetings for the three English, social science, and science teachers who implemented the materials developed for their classes. Data were collected through participant observation, examination of student writings, a "Stages of Concern" questionnaire, the written "School Improvement Plan," and examination of student scores on a proficiency test given before and after implementation of the program. Findings showed (1) that departments were interested in collaborating in the program; (2) that materials developed for the teachers were used but they often had to be modified; (3) that other departments showed an interest in implementing writing techniques in their classrooms; (4) that writing proficiency increased after a year of implementation, with 58% of students passing the proficiency exam as opposed to 34% previously; and (5) that English teachers proposed the program be continued another year, with more time for teachers to coach their colleagues in techniques. Some questions emerging from the study concern the responsibility for teaching the research paper, responsibility for setting guidelines, departmental cooperation, and how teachers model writing behavior. (Six tables and 21 references are included.) (JC)

ED 285 200 CS 210 781

Sloane, Sarah

A Case Study of a Reluctant Word Processor: A Look at One Student in a Word Processing Classroom.

PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Freshmen; Computer Assisted Instruction; *Freshman Composition; Higher Education; Revision (Written Composition); *Student Attitudes; Student Needs; *Word Processing; Writing Difficulties; *Writing Instruction; Writing Laboratories; *Writing Processes; Writing Research

A case study examined the writing problems of Jay, a freshman composition student at the University of Massachusetts, to determine how teachers should handle students whose composing styles are not suited to writing with word processors. Interviews, classroom observation, and careful analyses of Jay's essays in progress and logsheets were conducted over the course of one semester. Jay's writing behavior showed that while he concentrated his keyboard revisions on changing single words, his more substantial revisions involved rewriting entire sections by hand and making insertions and deletions in the margins. Jay stated that he preferred the pen and word processor combination because he was hindered by the physical constraints of the computer lab. Physical problems arose because Jay typed much more slowly than he wrote and felt uncomfortable with the word processor's function keys. Noise in the lab also distracted him, and the distance from his dorm to the lab made it inconvenient to use. These problems diminished through the semester, however. Jay also felt unable to type and think at the same time, because trying to remember the word processor commands interfered with his thinking. This problem also diminished with time. Some of Jay's reluctance derived from prejudices against computers from his past experiences, implying that instructors should attend to students' past computer experiences as they try to help students learn to use word processors in writing. (SKC)

ED 285 201 CS 210 782

Mandell, Muriel; And Others

Writing Competently: A Handbook for Teachers. (To Prepare Students for the Regents Competency Tests in Writing). Experimental Curriculum Bulletin 0/3.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- Jan 80
NOTE- 101p.; Photographs may not reproduce well. For a related document, "Writing Competently across the Curriculum," see ED 191 090.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Competency Based Education; Graduation Requirements; Minimum Competency Testing; Secondary Education; Test Coaching; Test Wiseness; Writing Improvement; *Writing Instruction; Writing Skills

Intended to help secondary school students prepare for the New York Board of Regents competency tests in writing, this manual will enable students to use writing for effective communication of their needs and enjoyment of the pleasure of permanent self-expression. The first portion of the manual provides several introductory lessons and writing activities that can serve as a framework for a writing curriculum integrating lessons in literature, the media, listening, and speech. The next section provides specific lessons for (1) the business letter, (2) the picture description, (3) the report, and (4) the persuasive essay. The third section provides guidelines for teacher evaluation, diagnosis and response, followed by a section of techniques for teaching conventions of writing.

Appendixes contain training samples from the New York State Preliminary Competency Test in Writing, and a copy of the January 1979 Basic Competency Test in Writing Skills. A bibliography concludes the guide. (HTH)

ED 285 202 CS 210 783

Capper, Carole; Bagenstos, Naida Tushnet
Improving the Second "R": Writing Projects as Staff Development.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- RR-07-004
PUB DATE- May 87
NOTE- 19p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; Educational Research; Elementary Secondary Education; *English Teacher Education; Inservice Teacher Education; Instructional Effectiveness; Instructional Innovation; *Program Effectiveness; *Program Evaluation; Teacher Administrator Relationship; *Teacher Education Programs; *Teacher Workshops; Teaching Methods; *Writing Instruction
IDENTIFIERS- *National Writing Project

To evaluate the approach to improving instruction espoused by the National Writing Project (NWP), this research report examines the assumptions, practices, and impacts of the NWP program to train teachers to teach writing. Following a brief description of the NWP model and its underlying assumptions, the report compares the goals, strategies, and achievements of the NWP with findings from recent research in adult development, effective in-service education and school change. The report concludes that (1) in the aim to change teacher attitudes and behaviors, and to create openness to change itself, the NWP is in consonance with adult development theorists, who value adaptive flexibility and cognitive complexity in a teacher; (2) as an in-service effort, the NWP succeeds in getting teachers to try new approaches and techniques, but fails to transfer these skills into teachers' active repertoires, presumably from lack of further reinforcement; and (3) in relation to school change, the NWP is deficient in implementing innovations in curriculum and instruction because its focus on teachers excludes administrator involvement, and because organizational barriers prevent teacher-consultants from institutionalizing new practices for writing instruction. The report recommends that the NWP include activities enhancing teacher consultancy to strengthen follow-up coaching, encourage administrator participation, and structure the school year in-service program so teachers may participate in the full series of activities. (JG)

ED 285 203 CS 210 786

Alston, Jean; Taylor, Jane
Handwriting: Theory, Research and Practice.
REPORT NO.- ISBN-0-89397-287-8
PUB DATE- 87
NOTE- 229p.
AVAILABLE FROM- Nichols Publishing Company, P.O. Box 96, New York, NY 10024 ($32.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Developmental Stages; Disabilities; Elementary Secondary Education; Handwriting; Left Handed Writer; Teaching Methods; *Theory Practice Relationship; Writing Evaluation; *Writing Instruction; *Writing Research; *Writing Skills

The result of five years of collaboration, discussion and applied research, this book reviews theory and research on handwriting instruction for ordinary children as well as giving detailed consideration to the problems encountered by slow learners and children with physical disabilities. The titles of the chapters (and their authors, if different from the book authors) are as follows: (1) "The Current Situation"; (2) "Beginning to Write: The Development of Grapho-Motor Skills"; (3) "Pencil Grasp and Manipulation" (Jenny Ziviani); (4) "Graphic Development in Early Years at School"; (5) "Earlier Developments and Current Models"; (6) "Causes of Poor Handwriting"; (7) "Paper for Writing: Research and Recommendations" (J. George Pasternicki); (8) "Left- and Right-Handed Writers"; (9) "Assessment Scales and Checklists"; (10) "The Sequence and Structure of Handwriting Skills"; (11) "The Assessment and Teaching of Handwriting Skills"; (12) "Teaching Handwriting in the Secondary School" (Elizabeth Whitmarsh); (13) "Curricular Developments in Australasia"; (14) "Research: Qualitative and Quantitative Assessment"; (15) "The Physically Handicapped Child: Special Needs for Handwriting"; and (16) "Handwriting and School Achievement: A Cross-Cultural Study" (Muriel Tarnopol and Nusia de Feldman). A concluding chapter briefly reviews the objectives of the book, acknowledges the contributing authors, and poses several curricular questions teachers can ask in an effort improve handwriting instruction practices in their schools. (HTH)

ED 285 204 CS 210 787

Johnson, Terry D.; Louis, Daphne R.
Literacy through Literature. Revised Edition.
REPORT NO.- ISBN-0-435-08451-8
PUB DATE- 87
NOTE- 160p.; Foreword by Adrian Peetoom.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basal Reading; Childhood Interests; *Childrens Literature; Curriculum Development; Elementary Education; Integrated Curriculum; *Language Acquisition; Literacy; *Literature Appreciation; Phonics; Picture Books; Reading Comprehension; Reading Instruction; Reading Interests; Reading Skills; Reading Strategies; *Reading Writing Relationship; Student Attitudes; Teaching Methods; Theory Practice Relationship; Vocabulary Development; Writing Skills

Based on the notion that children become literate by trying to read and write in a supportive atmosphere with interesting books, rather than being instructed in isolated language skills, this book offers teachers ideas for using children's literature and related activities as an alternative to basal readers to make learning language skills enjoyable for children. Chapter 1 explains the underlying assumptions for such a strategy, and discusses problems such as time-on-task and whole-class versus individualized instruction. Chapter 2 offers several ways that teachers can use "big books" to teach vocabulary, phonics, word recognition, and word, phrase, and line matching. The chapter also proposes using spoonerisms, errors, and substitutions as more interesting ways to learn comprehension skills. Chapter 3 discusses literacy development for younger and older children, using, among other things, story ladders, story maps, "character posters," sociograms, rehearsal of ideas, and dramatization. Chapter 4 provides guidelines for developing a curriculum, and focuses on the definition of a curriculum, moving toward a literature based language arts program, integration of the language arts, and developing familiarity with children's books. (Resources for folktales and fairy tales, nursery rhymes and other children's books, referenced titles, and other professional books are included.) (JC)

ED 285 205 CS 210 788

Freedman, Sarah Warshauer; And Others
Research in Writing: Past, Present, and Future.
Center for the Study of Writing, Berkeley, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CSW-TR-1
PUB DATE- Aug 87
NOTE- 65p.
AVAILABLE FROM- Center for the Study of Writing, School of Education, University of California, Berkeley, CA 92720 ($3.50, plus sales tax for California residents; make checks payable to Regents of University of California).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Development; Communication Skills; Computer Uses in Education; Educational Trends; Peer Evaluation; Social Cognition; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills; Written Language
IDENTIFIERS- *Writing Contexts; Writing to Learn

To support arguments for an integrative approach to the study of writing, this report summarizes past and current trends in writing research and the resulting implications. The introduction discusses pre-1970s, 1970s, and 1980s research trends, noting that current research focuses on the context in which writing takes place and points out the benefits of building a social cognitive theory of writing. The first section, containing a review of relevant research, begins with a section on the uses of writing, stressing the notion of "communicative competence" as the individual's knowledge of appropriate uses of language in varied social contexts. This section also looks at the direction of current research, literacy communities, and the evaluation of written language. The second section of the literature review examines the nature of writing, and includes information on current research trends, possible new directions in research and their implications, writing processes and products, the role of technology, and individual differences in composing strategies. The third section of the report examines the acquisition of writing skills, with subsections on current research trends, the connection between writing and learning, the role of adults and peers, computer responses to writing, and new directions in research. The final section of the report suggests areas for future research. Twenty-one pages of references are included. (JC)

ED 285 206   CS 210 789

Flower, Linda
The Role of Task Representation in Reading-to-Write.
Reading-to-Write: Exploring a Cognitive and Social Process Series, Report 2.
Center for the Study of Writing, Berkeley, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CSW-TR-6
PUB DATE- Jun 87
NOTE- 41p.
AVAILABLE FROM- Center for the Study of Writing, School of Education, University of California, Berkeley CA 92720 ($3.00, plus sales tax for California residents; make checks payable to Regents of U.C.).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College English; *Content Area Writing; Expository Writing; Higher Education; Metacognition; Models; Prewriting; *Problem Solving; *Protocol Analysis; Reading Writing Relationship; *Task Analysis; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Response Based Writing; *Writing Strategies

Second in the series "Reading-to-Write: Exploring a Cognitive and Social Process," this report looks at the different ways students represent reading-to-write tasks to themselves, analyzes the resulting divergence in their writing goals and strategies, and recommends teaching task representation as an interpretive process that continues throughout composing. The report describes a task-representation study in which undergraduate and graduate English majors performed an open-ended reading-to-write task and transcribed their thinking-aloud protocols. Following the introduction and description of the study, the report discusses the various organizing plans elicited in the study, including plans to summarize, respond, review and comment, synthesize ideas around a controlling concept, and interpret or use ideas for a rhetorical purpose. The report then proposes the theory of task representation as a constructive process organized around the following principles: (1) the constructed task is an integration of a set of options and schemas analogous to menu choices offered on personal computer; (2) because task representation depends on noticing cues from the context and evoking relevant memories, it can extend over the course of composing; and (3) developments and changes in a writer's representation can lead to problems in constructing an integrated task and text. Finally, the report considers ways to evaluate different organizing plans and text types, arguing that the best plan is the one that fits both the situation and the writer's goals. (JG)

ED 285 207 CS 210 790

Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
REPORT NO.- ISBN-0-435-08452-6
PUB DATE- 87
NOTE- 64p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; Family Environment; Language Acquisition; *Parent Child Relationship; Parent Participation; Parent Role; *Preschool Children; Preschool Education; Psychomotor Skills; Reading Writing Relationship; Writing Exercises; *Writing Readiness; *Written Language
IDENTIFIERS- *Childrens Writing; *Emergent Literacy; Writing

Attitudes

Intended for parents of preschoolers, this book offers samples of children's "writing" (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) "Getting in Touch"; (2) "Exploration and Discoveries"; (3) "'I Want to Record a Message'"; (4) "We Follow Sally-Ann's Progress"; (5) "Individual Differences at School Entry"; (6) "How Can a Parent Help?"; (7) "The Child at School"; and (8) "Let Your Child Read." (References and a list of complementary publications are attached.) (NKA)

ED 285 208 CS 505 377

Cantrill, James G.; Clark, Susan M.

The Comprehension of Poor Communication in the Business Setting: A Neglected Pedagogical Focus.

PUB DATE- 7 May 82
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (73rd, Hartford, CT, May 1982). Notes section may be marginally legible. Document contains small light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; *Business Education; Business Skills; Communication Skills; Educational Research; Higher Education; Interpersonal Communication; *Listening Comprehension; *Listening Skills; School Business Relationship; Speech Communication; Teaching Methods

To meet the needs of industry a variety of communications courses have been designed to improve the speaking and writing skills of pre-professional students. Unfortunately, such courses stress the quality of message production in the business setting while neglecting to emphasize properly the equivalent need for strong reception and comprehension skills. The result of this pedagogical deficiency is manifested in the complaints of employers concerning the inability of entry-level personnel to interpret downward communications and can be measured by the time and effort exerted by new employees in attempting to clarify inadequate communications. Consequently, the document analyzes the current state of comprehension training in business courses. Also presented are theoretical perspectives by which the basis of noncomprehension can be understood, such as message reception constrained by ambiguity, by egocentrism, and by relational considerations. The paper then determines that the best theoretical underpinning to comprehension of problematic messages is the information-processing approach to human interaction, which makes use of schemata. A discussion of methods for incorporating comprehension training into the classroom concludes that teachers should make the underlying theories of comprehension skills clear to students and should provide them with opportunities to practice using the knowledge gleaned at the conceptual level. (Sixty-nine footnotes are appended.) (SKC)

ED 285 209 CS 505 554

Barge, J. Kevin; And Others
Conversational Structure and Attitude Similarity: A Preliminary
Research Note.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Joint Meeting of the Central
States Speech Association and the Southern Speech Communication
Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communication Research; *Interpersonal
Attraction; *Interpersonal Communication; *Interpersonal
Competence; Social Attitudes; Student Attitudes

A study used an interpersonal goals approach to investigate the impact of normal communicative activity upon the attitude similarity and social attraction relationship of 90 undergraduate students. It was hypothesized (1) that there would be a main effect upon perceptions of social attractiveness and communication competence due to aligning actions--perceived social attraction and communication competence score would be higher in meta-aligning conditions than satisfactory aligning conditions, and higher in satisfactory aligning conditions than non-aligning conditions; (2) that there would be a main effect for conversational identification due to aligning actions; and (3) that there would be a main effect for attitudinal identification due to actual attitude similarity. Subjects' attitudinal and conversational identification were assessed using three scales. Results indicated that perceptions of social attraction and communication competence were moderated independently by attitude similarity and use of aligning actions. Both independent variables produced simple main effects upon social interaction and communication competence, but did not relate uniquely with one another to produce interaction effects. Results suggest that individuals assess their level of attraction and the communication competence of others based both on attitudinal and conversational information--attitudinally similar individuals being perceived as more socially attractive and communication competent than dissimilar persons. (Data tables are included.) (NKA)

ED 285 210 CS 505 569

Holloway, Rachel L.
Presidential Storytelling as Argument: The Functions and Characteristics of Presidential Stories.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Comparative Analysis; *Discourse Analysis; Narration; *Persuasive Discourse; *Presidents of the United States; *Rhetorical Criticism; *Rhetorical Invention; Speech Communication; Speeches; *Story Telling
IDENTIFIERS- Anecdotes; Audience Awareness; Discourse Modes; Presidential Messages; Rhetorical Devices; Rhetorical Stance; *Rhetorical Strategies

Noting the persistence of presidential "story" despite its critics, this paper maintains that presidential storytelling involves rhetorical skill and yields rhetorical benefits, and thus qualifies as strategic discourse. Initially examining presidential stories disguised as reports, termed "presidential episodes," the paper analyzes President Johnson's discourse during the Gulf of Tonkin incident in 1964, showing how astute use of rhetoric allowed him to address a broader issue, United States involvement in Vietnam.

Next, the paper addresses "presidential anecdotes," defined as narratives that highlight deliberative principles. Furnishing examples from speeches of Presidents Reagan and Johnson, the paper makes the point that the presidential anecdote is highly participative, engaging the public actively in meaning creation and reinforcing the president's dominant and advisory role while maintaining a positive presidential image. The paper then considers the third story type, "presidential romances," which celebrate values through heroic actions of common people. Less controversial than the other two types, the "romance" emphasizes character and permits the president to adopt a personal, and often inspiring rhetoric. Finally, the paper explores the way story types overlap in presidential discourse, furnishing an illustrative diagram of strategic interaction. The paper's conclusion reiterates that presidential stories are more than witty diversions from other political rhetoric, and are in fact a rhetorical alternative in situations where presidents need to justify past action, generate support for present and future policy, and promote particular values through public identifications. (NKA)

ED 285 211 CS 505 578

Ledingham, John A.; Masel-Walters, Lynne
A Perspective for Developing Strategies for Utilizing New Communication Technologies in Public Relations Programs.
PUB DATE- 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiences; Information Sources; *Mass Media; Mass Media Effects; Media Research; *Public Relations; Research Design; *Technological Advancement; Television; *Theory Practice Relationship
IDENTIFIERS- Agenda Setting; Audience Awareness; *Media Use; Uses and Gratifications Research

Based on a definition of public relations that recognizes the field as a purposeful management function, this paper provides a perspective on public relations to help practitioners develop strategies for the use of new media forms in public relations programs. The paper begins with a historical review of mass media effects research and proceeds with a discussion of agenda setting, media uses and gratifications theory, and relevant sociological and psychological theory. The paper then examines current assumptions about the mass media audience, focusing on the segmentation of this audience after World War II and the resulting media fragmentation and specialization. The necessity for developing public relations strategy is discussed, with a caution that public relations practitioners should update their thinking about the mass media and concentrate their efforts more on the public and less on media members. Findings concerning the packaging of media messages and media content are presented, along with a consideration of the relevance of these findings to public relations efforts. The paper then considers the application of the new communication technologies, including cable television, satellites, and videotext, to the public relations field. The paper concludes with a brief section on the future course of public relations and the development of strategies to use the new communication technologies innovatively and effectively. (Thirty-nine footnotes are appended.) (NKA)

ED 285 212 CS 505 592

Deethardt, John F.
Higher Education as a Communication System.
PUB DATE- Nov 86
NOTE- 44p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Faculty; Communication Research; Educational Cooperation; Futures (of Society); Higher Education; Interpersonal Communication; *Organizational Climate; *Organizational Communication; Peer Relationship; *Social Attitudes; Teacher Attitudes; *Universities; Work Attitudes
IDENTIFIERS- Communication Behavior; *Synergy

A three-part empirical study analyzed (1) the communication structure of a university faculty, (2) faculty roles, and (3) factors and dimensions of faculty perceptions. In the first phase, 389 faculty members at a large southwestern university responded to three questionnaires mailed at intervals to determine respondents' sex, academic degree, years of service, ethnic group, and departmental affiliation. Respondents also indicated regular full-time faculty with whom they communicated as well as the importance and frequency of the communication link. A low rate of response (39%) contributed to the overall picture of university faculty in their relationship to the campus network. Results indicated that the large majority of faculty were not interested in the communication structure of the university at large and reflected hostility to the investigator for invasion of privacy. The second phase subjects, 81 faculty members who responded to a questionnaire about faculty roles, differed significantly in their views of departmental jurisdiction and governance. Findings suggest that code sharing may be the major problem in university faculty relationships--thus producing difficulty in providing serious contexts for gaining experiences in intercultural encounters and physically entering the territories of other disciplines emerged. The third phase, an 81-item questionnaire measuring interdisciplinary communication attitudes, was answered by 162 faculty members. Results indicated that communication as an interdisciplinary activity was commonly viewed negatively as a function of physical, social, and political barriers. Overall findings suggest that the university is a place where disciplinary specialization has made synergy difficult--a dysfunctional condition for what futurists regard as a growing need in human society for organizational synergy to effectively address global problems. (Appendixes, which comprise nearly half the document, include tables of data, a sample questionnaire, and references.) (NKA)

ED 285 213 CS 505 595

Deethardt, John F., II
Models for Teaching Speech Communication.
PUB DATE- Nov 86
NOTE- 110p.; Written materials for a workshop presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Organization; Higher Education; Instructional Materials; *Methods Courses; Models; *Preservice Teacher Education; Secondary Education; *Speech Communication; *Speech Instruction; Teacher Educator Education; *Teaching Methods

Intended for use by educators of preservice speech communications teachers, this description of a methods course is geared towards high school and college level pedagogy. The philosophy of the guide rejects the typical textbook style, in which generalizations are given to students as unqualified positive statements rather than made objects of search and discovery. Implementing a models approach based on a textbook by B. Joyce and M. Weil, the course description downplays speech communication content and prescription in order to emphasize learning processes and induction. After discussing this rationale, the description provides (1) a first day handout stating policies and objectives; (2) a course schedule and list of assignments, including construction of lesson plans, textbook evaluations, and teaching of given models; (3) a philosophy listing suggested model attitudes of the effective teacher of speech communication; (4) a textbook evaluation checklist for categories of content and quality; (5) a discussion of criticism as informative feedback, accompanied by evaluation guides for the extemporaneous talk; (6) suggestions for dealing with communication apprehension; (7) a reading list on communication competency for high school students; (8) guidelines for creating a high school course outline and for making a start sheet on course policies; and (9) assignments to present demonstration models. Finally, handouts and tasks are provided for teaching communication via each of the models, which include memory, advance organizers, concept attainment, inductive thinking, inquiry training, cognitive growth, non-directive teaching, synectics, assertiveness training, and role playing models. (JG)

ED 285 214 CS 505 631

Suranyi, Balint
Az Altalanos Iskola Kezdo Evei es a Tanulok Otthoni TV-Nezese (The First Grades of Primary School and the Pupils' Television-Watching at Home).
Hungarian Inst. for Educational Research, Budapest.
REPORT NO.- ISBN-963-404-079-9
PUB DATE- 87
NOTE- 225p.; An 11-page English summary is included. Photographs may not reproduce well. Some pages contain small, light type.
LANGUAGE- Hungarian
EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Class Activities; Classroom Environment; Classroom Techniques; Foreign Countries; Grade 1; Grade 2; Group Discussion; *Interpersonal Communication; Intervention; *Mass Media Effects; Media Adaptation; Primary Education; Teacher Attitudes; Teacher Student Relationship; *Television Viewing; Visual Literacy; *Young Children
IDENTIFIERS- Hungary; *Media Use; Television Literacy; *Television Role

A study incorporated into classroom activities knowledge gained by Hungarian primary students' television viewing at home, as well as assessing the effects of this practice. A secondary purpose was to improve the level of the children's television viewing. Subjects, first and second graders in 15 classes in the capital city, a country town and villages, participated for a year in highly diversified exercises, consisting of mimetic plays, quizzes, puppet plays, signature songs, and drawing, directed by their specially trained classroom teachers. Fundamental elements included the presence in the classroom of the weekly television program guide and its use by the children, and brief daily small group discussions ("TV minutes") about television in general and especially about the programs viewed the previous day. Verbal and visual test results did not show significant differences between participant and control classes, but teachers' reports and their experiences while visiting "TV lessons" indicated considerable differences as to the effects of intervention, especially in attitudes towards the "TV minutes." Sometimes a program so intrigued the children that routine and boredom were avoided in the classroom. Interpersonal relations between teachers and students improved as a more confident atmosphere was created in the classroom, and progress in the children's ability to communicate was observed by the teachers. Results also showed that the children in the study were advanced in social knowledge, to their teachers' surprise. Findings suggest that these experiences modified considerably the teachers views on the maturity level of the age group in question. (NKA)

ED 285 215 CS 505 632

Hughey, Jim D.; And Others
Confronting Danger: AIDS in the News.
PUB DATE- Nov 86
NOTE- 42p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communication Research; Homosexuality; Mass Media Effects; *Metaphors; Newspapers; *News Reporting; Physical Health; Sexuality; Social Problems; Special Health Problems; Stereotypes
IDENTIFIERS- Media Role; Wire Services

Using metaphors drawn from news stories to chart the progression, a study documented the change of meaning of AIDS (Acquired Immune Deficiency Syndrome) as reflected in the news during a 15-month period beginning July 1, 1985. More than 3,200 news stories about AIDS from four wire services were examined for metaphoric content, and 300 AIDS-related metaphors were isolated and analyzed. Results indicated that initially, AIDS in the news reflected the struggle to define an unknown fear. Results also indicated that recently, wire service stories have portrayed AIDS as a defined danger, and that currently, the press is reporting on efforts to confront the danger of AIDS. (References and graphs of data are included.) (HTH)

ED 285 216 CS 505 641

Wilson, Kent

Begging the Question: Some Pragmatic Aspects of Argument.

PUB DATE- Apr 87

NOTE- 20p.; Paper presented at the Meeting of the Conference on Critical Thinking (Newport News, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Clues; Inferences; Linguistics; *Logical Thinking; Mathematical Logic; *Persuasive Discourse; Philosophy; Pragmatics; *Rhetoric
IDENTIFIERS- Fallacies; *Petitio Fallacy; Propositional Analysis; Questions; Salience

Begging the question, or the "petitio" fallacy, is problematic for logicians because rules of logic dictate that if an argument of a particular form begs the question at issue, any other argument of the same form also begs the question; yet such questions can appear satisfactory in other contexts. The fallacy benefits from considering the principles of discourse. The main question is how to generalize from the simplest circular arguments (such as: P1, P2, ..., Pi,..., Pn/ therefore Pi) to other instances which involve the application of only a single rule of inference (for example, P & Q/ therefore P). The answer lies in the pragmatic concept of context of a discourse, which is generally anything that bears on the interpretation of utterances in the discourse. Crucial notions are whether propositions in context are "established" (accepted by the parties to the discourse), "challenged" (one participant is disposed to dispute a proposition), or "removed" (a participant challenges or withdraws a proposition). Salience--whether or not a proposition is directly relevant to the context--is also important. Raising a question is equivalent to challenging a proposition (P), which in return removes from the context all salient propositions which immediately imply P and implicates that the conversational participants must exclude P and what it implies from their response. If the respondent includes propositions standing in salient evidential or meaning relations to P in the response, he or she is begging the question. (Extended logical examples and a list of references conclude the document.) (SKC)

ED 285 217 CS 505 643

Korzenny, Felipe; Schiff, Elizabeth
Hispanic Perceptions of Communication Discrimination.

PUB DATE- Feb 86
NOTE- 32p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Cultural Context; Cultural Differences; Ethnic Bias; *Hispanic Americans; *Intercultural Communication; Minority Groups; Negative Attitudes; Social Attitudes; Social Bias; *Social Discrimination
IDENTIFIERS- California (San Francisco); Discrimination Complaints

A study examined Hispanic perceptions of discriminatory behavior by Anglos, exploring four dimensions of perceived discrimination: the contexts/situations where Hispanics discern discrimination, the attributes perceived by Hispanics as eliciting discriminatory behavior, the characteristics of those Anglos perceived to be most likely to discriminate, and the behaviors that can be interpreted as discriminatory. Subjects, 112 self-identified Hispanics in the San Francisco Bay area, were interviewed by telephone in 1985. Results indicated that in most contexts/situations respondents felt that discrimination took place "once in a while"--but more frequently at work or school, at government offices or in department stores, and on the part of landlords. Findings showed that younger, richer, and more educated males were perceived as more likely to discriminate against Hispanics. Accent, national background, ways of speaking, and race were generally agreed upon as predictive of discrimination. (References and tables of data are attached.) (NKA)

ED 285 218 CS 505 644

Griffin, Robert J.
Sixty-five: Communication and the Adoption of Energy Conservation Measures by the Elderly.
PUB DATE- May 87
NOTE- 39p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Energy Audits; *Energy Conservation; Energy Education; Fuel Consumption; Information Sources; *Mass Media; Media Research; News Media; Newspapers; *Older Adults; Television Commercials; Utilities
IDENTIFIERS- *Energy Consumption; Energy Requirements; Media Exposure

To determine the relationship of various forms of communication to adoption of energy conservation behavior among homeowners, and to compare the energy conserving behavior of those under 65 with those over 65, a three-year panel study was conducted in a Midwest suburban community. Heads of households who owned single family dwellings were contacted by telephone concerning the steps they had taken to conserve energy in their homes, such as adding attic insulation or turning down the thermostat. Respondents also answered questions about what forms of communication they relied on, whether they had seen any energy conservation commercials recently or had requested a utility audit, and those who were willing also released their public service heating records. Results showed that those over 65 were less willing to take steps to conserve energy, kept their thermostats set higher than younger respondents, and had fewer plans to conserve energy in the future, though the two groups had equivalent knowledge of energy problems and conservation measures. Reading newspaper stories and viewing television programs about energy conservation were strongly related to the perceived importance of the energy problem, although the more general the information, the less it was correlated to behavior. Those over 65 were more likely to try to conserve energy if a utility auditor visited their home, or if they received bill-insert pamphlets. (Notes, tables, and 27 references are included.) (JC)

ED 285 219 CS 505 660

Palmerton, Patricia
The Legitimization of Dialectic: Socratic Strategy in the "Gorgias."
PUB DATE- Apr 83
NOTE- 21p.; Paper presented at the Annual Meeting of the Central States Speech Association (Lincoln, NE, April 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dialogs (Literary); Discourse Analysis; Interpersonal Relationship; *Persuasive Discourse; *Philosophy; *Rhetoric; Rhetorical Criticism; Verbal Communication
IDENTIFIERS- *Dialectic (Concept); Dialectical Reasoning; *Plato of Athens; Socratic Method

In the "Gorgias," Plato focuses attention upon the value of dialectic as opposed to rhetoric, as well as the status of orators as opposed to philosophers. Through his agent, Socrates, Plato confirms dialectic as a legitimate endeavor while calling into question the place of rhetoric. Socrates is portrayed as a director who enacts a strategy of rigid control over the structure and movement of the dialogue, maintaining his own status and that of his chosen question-and-answer structure by blaming the inadequacy of others for failure to progress in the argument. In the interaction between Socrates and Callicles, Callicles questions Socrates' motive (calling it self-interest) and his management of the situation, as well as the overall status of philosophy. As the struggle for control progresses, Socrates wears down the status of Callicles with sarcasm and affirms his own high moral purpose. By the end of the dialogue, Callicles (though a worthy representative of rhetoric) is depicted as a whining, pouting opponent soundly chastised by Socrates, who leads the discussion toward his predisposed conclusion: the pursuit of Truth as the highest of all endeavors. To allow rhetoric in any form but that utilized by a philosopher who is already closer to the Truth than other souls, is to allow a breach in the necessarily absolutist nature of Socrates' perspective. The questions Plato posed, unresolved through the years, continue to be brought up for scrutiny. (Notes are attached.) (NKA)

ED 285 220   CS 505 661

Anzai, Yayoi; And Others
Mutual Images: Americans and Japanese in TV Commercials.
PUB DATE- 86
NOTE- 47p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; Content Analysis; Cultural Differences; *Cultural Images; Females; Foreign Countries; International Trade; Japanese; Males; Minority Groups; Racial Attitudes; Sex Differences; Sex Role; *Stereotypes; *Television Commercials; Television Research
IDENTIFIERS- Americans (United States); Audience Response; Japan

To explore the portrayals of Americans in Japanese television commercials and Japanese in American television commercials, and how those portrayals are perceived by each nationality, a two-part study examined 745 American commercials and 956 Japanese commercials. Researchers first coded the number of American males and females who appeared in the Japanese commercials, and the number of Japanese males and females who appeared in the American commercials. The characters were then coded for major or minor roles, whether they were models or shown in leisure or work related settings, and whether the commercial was sponsored by an American or a Japanese company. Results showed that American males, who were most often middle aged and in a major role, appeared far more frequently in Japanese commercials (297 males) than did Japanese men in American commercials (44 males). American females appeared far more frequently as well, with a total of 212 American females versus 13 Japanese females in American commercials. Americans were most often portrayed in major roles enjoying leisure activities, and were frequently associated with food products, while Japanese most often had background roles and were associated with work activities, such as selling cars or car parts. Results also showed that both American and Japanese audiences rated American characters higher than Japanese characters, with American audiences giving American characters the highest ratings. Because television representation can affect viewers' attitudes and behavior, it is hoped that the findings of this study will contribute to better understanding between the United States and Japan. Extensive tables are included. (JC)

ED 285 221 CS 505 663

Pederson, Lucille M.
The Impact of Breast Cancer on Interpersonal Relationships.
PUB DATE- Nov 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; *Cancer; Communication (Thought Transfer); Communication Research; Daughters; Empathy; *Family Attitudes; Family Counseling; Family Health; Family Problems; *Family Relationship; Helping Relationship; Interpersonal Communication; Interpersonal Relationship; Marital Instability; Marriage; Significant Others; Social Services
IDENTIFIERS- *Breast Cancer; Sexual Attitudes

The occurrence of breast cancer creates psychosocial stress for both the patient and her family. Because of the threat to the patient's life and frequent disfigurement that results from breast cancer, interpersonal relationships, particularly the marital/sexual relationship and the mother/daughter relationship, are adversely affected. The related literature suggests that while many families may experience growth and greater closeness due to the disease, a significant number experience relational difficulties. Much of the literature stresses how crucial communication, acceptance, and support from family members are to the recovery and well-being of the patient. A study of 36 breast cancer patients between the ages of 35 and 82 who sought help from a social service agency supports the notion that many victims of the disease are not receiving the kind of support they need from family members. A number of women reported being unable to talk to their mates about the cancer and experiencing conflict with adult daughters, often ending in a severing of relations. Of those who were widowed or divorced, many relied on neighbors or church members for support. Evidence from the related literature and the study suggests that the needs of the family must be considered along with those of the patient. (Fifty-one references are included.) (JC)

ED 285 222 CS 505 666

Kang, Jong Geun; Shelby, Maurice E.
An Update on Sino-U.S. Relations as Seen through the Chinese Mass Media.
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Communism; Content Analysis; Cultural Influences; Foreign Countries; Foreign Policy; *Ideology; *International Relations; Media Research; Newspapers; *Political Attitudes

IDENTIFIERS- *China; Media Government Relationship; News Bias; News Stories; News Values; United States

To determine the extent to which Chinese mass media reflected official policy concerning U.S.-Sino relations during the six year period after the 1979 normalization of relations, a study examined Chinese newspapers and evaluated their treatment of U.S. actions. News stories, editorials, columns, and features in the Foreign Broadcasting Information Service Daily Report (China) were analyzed according to six content categories: (1) Political, (2) Economy, (3) Education, (4) Industry and Business, (5) Science and Technology, and (6) Socio-cultural. The information was also divided into five time periods. The results suggested that media content was linked with the general philosophies and ruling ideologies, as the United States was often portrayed as a friendly nation ready to help with China's modernization projects, particularly during periods I and II. Media treatment of the United States deteriorated during period III, 1981-83, when the legality of selling arms to Taiwan was questioned, and when Chinese tennis star Hu Na was granted asylum in the United States. Renewed relations during period V were also reflected. The general attitudes toward the United States were either positive or neutral 80% of the time, reflecting China's pragmatic attitude toward contact with the United States in modernizing their nation. (JC)

ED 285 223 CS 505 667

Burns, Gary; Thompson, Robert
Music, Television, and Video: Historical and Aesthetic Considerations.
PUB DATE- 87
NOTE- 25p.; Revised version of a paper presented at the Annual Meeting of the American Culture Association (Toronto, Ontario, Canada, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aesthetic Values; Film Study; *Mass Media Effects; *Music; Music Appreciation; Musicians; Popular Culture; Songs; *Television; Television Commercials; Theories; Value Judgment; *Visual Stimuli
IDENTIFIERS- *Audience Response; Film History; Film Music; *Music Videos; Rock Music; Television History

Rock videos have their antecedents in film and television images, although music in films is usually background music. Television made possible the live transmission of musical numbers with visuals. The musical television commercial is an amalgam of conventions, with background music suddenly erupting into text, unheard by the characters but obvious to the listeners. New wave television commercials, closely allied to rock videos, resemble silent film, with synchronous, nondiegetic background music, and actors performing in a strange matrix of nonnaturalistic place and threatening character. A generic approach to the study of rock video (with over 100 videos viewed) identified the following distinguishing motifs and conventions of the genre: (1) fragmentation and dehumanization of the body; (2) location--separation in space and time; (3) images of horror, hell, and apocalypse; (4) hypermediation; (5) "impossible" imagery; (6) musician as leader/storyteller; (7) video as instrument of ritual celebration or cultural solidarity; and (8) shots into bright lights. Many of the motifs are present in the popular video "Here Comes the Rain Again" by the Eurthmics. Although the cultural and artistic significance of rock video is still uncertain, it appears to be a dialectical combination of two music "aesthetics": heavy metal, representing content, and new wave, representing form. The apparent central myth is that subjective knowledge, though ambiguous, provides a necessary frame for coming to terms with harsh external realities. The "dominant" mode of consciousness--rational, scientific, and unemotional--is rejected in favor of an alternative mode--irrational, expressive, playful, self-conscious, and visually charged while tied to music. (Notes are appended.) (NKA)

ED 285 224 CS 505 668

Watson, Arden K.
Communication Implications of Shyness: A Report from Shy People.

PUB DATE- May 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Behavior Patterns; *Communication Apprehension; Communication Problems; Communication Research; Communication Skills; Eye Contact; Females; *Interpersonal Competence; *Social Behavior; Verbal Ability
IDENTIFIERS- Communication Behavior; *Shyness

Researchers have offered a number of explanations for why people occasionally or frequently feel shy in social situations, focusing on behavioral, psychological, or somatic causes. However, each theory encompasses a problem with communication skills. A study examined the communication implications of shyness as reported in definitions by both researchers and shy people. Participants, 187 females between the ages of 14 and 58 who described themselves as shy, reported four categories of shyness symptoms: (1) behavioral; (2) cognitive; (3) somatic; and (4) miscellaneous. Results showed 18.9% of the responses in the behavioral category dealt with communication deficiencies, while other responses included withdrawing from awkward communication situations, remaining passive, avoiding interactions, and avoiding eye contact. The women also reported feeling the shyest in large and small unstructured social gatherings. Hence, their communication skills, apart from cognitive or somatic problems, were of the most concern. The findings indicate the need shy people have for interpersonal communication skills as opposed to audience-related skills, and the need for behavioral approaches to social skills in overcoming shyness. (Sixteen references are included.) (JC)

ED 285 225 CS 505 669

Logue, Brenda J.
Argumentativeness in the Organization: Employees Assess Its Acceptability.
PUB DATE- 19 May 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Communication Research; *Employee Attitudes; Employer Employee Relationship; Interpersonal Communication; Job Satisfaction; Organizational Climate; *Organizational Communication; Peer Relationship; Sex Differences; Work Attitudes
IDENTIFIERS- *Argumentativeness; Management Styles; *Organizational Culture; Organizational Research; Organizational Skills

A study explored employees' perceptions of argumentativeness in the organization, specifically examining (1) how employees perceive argumentativeness and the value of argumentativeness in the organization, (2) to what extent employees argue in the workplace, and (3) whether there is any relationship between these two variables, the perception of supervisors' feelings about arguing, and employee satisfaction. Subjects, 211 employees in a wide range of occupations, responded to an argumentativeness scale as part of an organizational or business communication course they were taking. Women employees accounted for 64% of the sample. Results indicated that women were significantly less argumentative than men. Results also indicated considerable difference between those answering the scale in a general sense versus those answering the scale in terms of their own workplace, where argumentativeness was severely restricted. Preferences were to prevent and avoid arguments. Neither the organization nor the immediate supervisor tended to communicate to employees that the process of argument was valued. Findings showed that the organizational climate of a wide variety of organizations was most likely that of "not making waves," and that women "fit" into this environment more adaptively than men. Findings support the previous assumption that the autocratic style pervades American organizations, and that argument and conflict in the organizational setting continues to be viewed pejoratively--team players are preferred to "boat rockers" and "whistleblowers." (Tables of data and references are appended.) (NKA)

ED 285 226 CS 505 670

Makus, Anne L.
In the Name of Peace.
PUB DATE- Nov 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Communism; Comparative Analysis; Conflict Resolution; Cultural Influences; Democratic Values; *Disarmament; *Discourse Analysis; Foreign Policy; Ideology; International Relations; *Language Usage; *Peace; Political Attitudes; Semantics; Speeches
IDENTIFIERS- *Gorbachev (Mikhail); *Reagan (Ronald); Strategic Defense Initiative; United States; USSR

United States President Ronald Reagan and Soviet leader Mikhail Gorbachev have strongly emphasized in several speeches that their ultimate goal is peace between their respective nations. However, this apparent shared goal has not come about, largely because they lack a common understanding of the meaning of peace. Both have stated that they wish for the elimination of all nuclear weapons some day, but Gorbachev contends that the United States disrupts chances for "fairness and equality" with plans for developing the Strategic Defense Initiative, or Star Wars defense system. Reagan believes that the Soviets interfere with peace initiatives by "interfering in regional conflicts," such as Afghanistan. Hence, their opinions of what will bring about peace are entirely different. More importantly, when Reagan discusses peace, he uses words such as honor, human dignity, faith, courage, and love--essentially, freedom from control. Gorbachev discusses peace as freedom to control, to build socialism, and looks at the American perspective of freedom as freedom from responsibility, and freedom to exploit other nations economically. Finally, both contend they are working toward democracy, but the Soviet perception of democracy includes ideas of equal position and equal goods, while the American perception only includes the right to pursue such goods. Clearly, peaceful relations between the Soviets and the Americans cannot come about when the misunderstanding of such terms fosters distrust and suspicion. (Sixteen references are included.) (JC)

ED 285 227 CS 505 671

McKiernan, John

New Approaches to Communication Apprehension in the Basic Course.

PUB DATE- 14 Feb 87
NOTE- 34p.; Summary of a workshop presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Anxiety; Attitude Change; *Communication Apprehension; *Communication Problems; Communication Research; Communication Skills; Higher Education; *Individual Differences; Speech Communication; Student Attitudes; *Theory Practice Relationship

Noting that there are a number of methods exist for dealing with people who have trouble communicating readily or well, this workshop document reviews developments in the field of communication apprehension (CA) in recent years and points out resources that provide specific details for those interested in providing instructional answers to CA at the college level. The first section lists definitions used by CA researchers (such as willingness to communicate, rhetorical sensitivity, and writer's block), while the second section delineates the scope of the CA problem as encompassing up to 20 percent of the college population. The third section discusses different approaches to CA--which are divided into approaches with anxiety-based definitions and those with skills-based definitions, and claims that very little is actually being done to alleviate the difficulties of those with CA. Covered in the fourth section are applications of CA research that pertain to introductory college courses, including training educators to deal with CA in the classroom, individualized treatment for individuals identified as suffering from CA, special groups (such as English as a second language students), and modifications of basic communication classes to assist students with CA. Following the conclusion is a nine page list of resources. (SKC)

ED 285 228   CS 505 672

O'Brien, Nancy, Ed.
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January-June 1987.
Haskins Labs., New Haven, Conn.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
REPORT NO.- SR-89/90
PUB DATE- 87
NOTE- 213p.
CONTRACT- NICHHD-N01-HD-5-2910
GRANT- NICHHD-HD-01994; NIH-BRS-RR-05596; NINCDS-NS-13617; NINCDS-NS-13870; NINCDS-NS-18010; NINCDS-NS-24655; NSF-BNS-8520709
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22151.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; Intonation; Lexicology; Linguistics; Morphology (Languages); Phoneme Grapheme Correspondence; *Speech Communication; Speech Habits; Spelling; Vowels; Word Recognition
IDENTIFIERS- Vocalization

One of a series of reports on the status of speech investigation, this collection of articles deals with topics including intonation and morphological knowledge. The titles of the articles and their authors are as follows: (1) "Integration and Segregation in Speech Perception" (Bruno H. Repp); (2) "Speech Perception Takes Precedence over Nonspeech Perception" (D. H. Whalen and Alvin M. Liberman); (3) "Evidence of Talker-Independent Information for Vowels" (Robert R. Verbrugge and Brad Rakerd); (4) "Controlled Variables in Sentence Intonation" (Carole E. Gelfer, Katherine S. Harris, and Thomas Baer); (5) "Articulatory Synthesis: Numerical Solution of a Hyperbolic Differential Equation" (Richard S. McGowan); (6) "Type and Number of Violations and the Grammatical Congruency Effect in Lexical Decision" (G. Lukatela, A. Kostic, D. Todorovic, C. Carello, and M. T. Turvey); (7) "Low Constraint Facilitation in Lexical Decision with Single Word Contexts" (G. Lukatela, Claudia Carello, A. Kostic, and M. T. Turvey); (8) "The Use of Morphological Knowledge in Spelling Derived Forms by Learning-Disabled and Normal Students" (Joanne F. Carlisle); (9) "The Development of Morphological Knowledge in Relation to Early Spelling Ability" (Hyla Rubin); (10) The Crossword Puzzle Paradigm: The Effectiveness of Different Word Fragments as Cues for the Retrieval of Words" (Naomi Goldblum and Ram Frost); (11) "On the Possible Role of Auditory Short-Term Adaptation in Perception of the Prevocalic m - n Contrast" (Bruno H. Repp); (12) "Difference in Second-Formant Transitions between Aspirated and Unaspirated Stop Consonants Preceding a " (Bruno H. Repp and Hwei-Bing Lin); (13) "Sensitivity to Inflectional Morphology in Agrammatism: Investigation of a Highly-Inflected Language" (K. Lukatela, S. Crain, and D. Shankweiler); and (14) "Intentionality: a Problem of Multiple Reference Frames, Specificational Information, and Extraordinary Boundary Conditions on Natural Law" (M. T. Turvey). A list of DTIC and ERIC numbers is appended. (HTH)

ED 285 229 CS 505 673

Kizer, Elizabeth
A Comparative Study: Oral Communication Education in Norway and the United States.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; Comparative Analysis; *Curriculum Development; *Educational Assessment; Educational Development; Educational Practices; Foreign Countries; Government School Relationship; Role of Education; *Speech Communication; *Speech Curriculum; *Speech Instruction
IDENTIFIERS- Historical Background; *Norway

Acknowledging that, although a survey of educational offerings in Norway reveals courses in theater, mass media, and speech therapy, the curriculum does not contain oral communication courses per se, such as those found in the United States, this article compares how and why general education systems and speech education have developed differently in the United States and Norway. An overview of Norway and its education system, a description of the availability and importance of speech training in Norway from kindergarten through the university, and an exploration of what the two nations can learn from each other to improve speech communication education programs are included in this article. Also examined are specializations contained in many speech communication departments in the United States: rhetoric, public address, communication theory, interpersonal communication, business and professional communication, oral communication, theater, mass media, and speech correction. The article concludes with the suggestion that, as the educational system in Norway is currently undergoing revision, the time is ideal to implement speech communication education in the curriculum, and argues for the continuation of such programs in the United States, as useful training for life in a modern society. (NKA)

ED 285 230 CS 505 675

Klinger-Vartabedian, Laurel
A Rhetorical Balm: Eulogy for the Challenger.
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; *Grief; Persuasive Discourse; Psychological Needs; Public Opinion; *Public Speaking; *Rhetoric; Rhetorical Invention; Speech Communication; United States History
IDENTIFIERS- *Challenger Disaster; Eulogies; Mourning; *Oratory; Reagan (Ronald); Rhetorical Theory

The American space shuttle Challenger's explosion prompted a national grieving process typified by stages of shock, disbelief, acknowledgement, and finally recovery/adaptation. President Reagan's speech on the evening of the disaster assisted this process by integrating content and structure with the psychological needs of the audience. Reagan's speech adhered to classical eulogy structure in that he (1) praised the crew, ancestors, and the country by associating the astronauts with "pioneers" and with Sir Francis Drake; (2) lamented by identifying with the loss felt by the crew's families; and (3) consoled by affirming the continuation of the crew's spirit and bravery in the future space program, and in their immortality with God. He thereby performed the traditional eulogistic functions of acknowledging death, transforming the relationship with the dead from present to past tense, easing the mourners' terror of their own mortality with assurance that the deceased live on, and reknitting the community. The speech also contained elements of deliberative oratory by asserting the continuation of the space program, praising national values, and criticizing Soviet secrecy in similar disasters, creating a hybrid genre in which the president answered the complexity of the grieving process and concentrated on the most prominent stages of loss, recovery and unification. Similar aspects of official eulogy surrounded President Kennedy's assassination, but not the Vietnam-era Apollo disaster, probably because the war precluded any closure of the grief process. (JG)

ED 285 231 CS 505 676

Sullivan, Patricia A.
Campaign 1984: Geraldine Ferraro vs. the Catholic Church and One Master Motive.
PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abortions; *Catholics; Codes of Ethics; *Discourse Analysis; Females; Males; Moral Values; Political Attitudes; *Political Campaigns; *Political Candidates; *Political Issues; Presidential Campaigns (United States); Rhetorical Criticism; Sex Differences; Social Problems
IDENTIFIERS- Burke (Kenneth); *Catholic Bishops; Catholic Church; *Ferraro (Geraldine); Gilligan (Carol); Rhetorical Stance

The discord between the Catholic Church and its followers in the United States crystallized with the candidacy of Geraldine Ferraro for vice president in 1984, when she became the target of attacks by members of the church hierarchy. Ferraro questioned why she was singled out on the abortion issue, and indeed, at times she seemed to be running against Archbishop O'Connor and other ecclesiastical authorities who challenged her pro-choice position. Through discourse appealing to tradition and authority, members of the Church hierarchy created a legitimate place for themselves on the political stage. This argument from authority--based on Kenneth Burke's "one master motive"--implied that the pro-life stance was not open to argument. The Church's monolithic position as defender of God's divine plan placed Ferraro in double bind situation when she personalized the abortion issue. However, evaluation of the standards by which she was measured indicate that conflicts between the two sides represented fundamental differences in female and male visions of morality, inherent in the discourse's narrative patterns. Psychologist Carol Gilligan has proposed questioning the standards by which women are evaluated as decision makers and problem solvers, arguing for a "post conventional" ethical system that would integrate an alternate vision of moral development. Two different versions of moral decision making emerge in the discourse generated by Ferraro and the Church hierarchy, differences that should encourage critical exploration of fundamental questions about communication as it relates to female and male constructions of reality. (NKA)

ED 285 232 CS 505 677

Merriam, Allen H.
Elijah Lovejoy and Free Speech.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Civil Rights; Community Influence; Editors; *Freedom of Speech; Journalism; *Moral Issues; Newspapers; Persuasive Discourse; *Press Opinion; Racial Bias; Rhetorical Invention; *Slavery; *United States History; Victims of Crime; Violence
IDENTIFIERS- *Abolitionism; First Amendment; Journalism History; *Lovejoy (Elijah P); Nineteenth Century History

Elijah P. Lovejoy, generally regarded as America's first martyr to freedom of the press, was killed by a racist mob in Alton, Illinois, in November 1837, after a brief but tumultuous career as an crusading antislavery newspaper editor and preacher. Born into a stern Maine Protestant family, he migrated to St. Louis, became a minister, and began publishing a religious newspaper called "The Observer." Increasingly opposed to slavery, Lovejoy's journalistic attacks earned him such enmity that he was forced to move his press and family to Alton. Lovejoy's life in Alton produced defenses of free expression that rank him among history's greatest advocates of civil liberty. His printing presses were destroyed on three separate occasions by anti-abolitionist mobs, until the community met and formally requested him to terminate newspaper publication in Alton. Lovejoy defended himself with a speech filled with religious imagery and allusions to death--rhetoric that indicated he had assumed a martyr's mantle. When a fourth printing press arrived, a gang set fire to the building and killed Lovejoy. His advocacy of free expression places him in the tradition of Voltaire and John Stuart Mill--his legacy deriving from the symbolic power of self-sacrifice in defense of freedom. The Lovejoy episode demonstrated that the national debate over slavery, the most convulsive issue in nineteenth century America, became irreconcilably connected to the demands of free speech. (NKA)

ED 285 233 CS 505 678

Mackin, Jim
Meaning and Knowledge in a Pragmatic Theory of Rhetoric.
PUB DATE- 8 Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Epistemology; Intellectual Experience; Interpersonal Communication; Language Universals; *Linguistic Competence; *Pragmatics; *Rhetoric; Rhetorical Criticism; *Semantics; *Semiotics; Speech Communication
IDENTIFIERS- Connotations; Linguistic Context; Linguistic Relativity; *Perceived Reality

The beginnings of a pragmatic rhetorical theory can help relate rhetoric to human meaning systems. A pragmatic rhetorical theory is not concerned with whether or not an intentional experience is true to an objective reality beyond human experience, but rather deals with how rhetoric interacts with experiences in the construction of human meaning theories. A semiotic theory of meaning allows meaning to shift constantly as new signs and new contexts are experienced by the brain, which allows humans to construct "cultural units of meaning" that change as they react rhetorically with others.

However, there is no "cultural linguistic competence" to go along with cultural units of meaning, only individual competence, because cultures and societies do not talk, only individuals do. For example, there is no "correct" American language with correct meanings and pronunciations, only individual expressions and content systems. Humans learn to interact as individuals through semiotically experiencing the rhetoric of others, associating denotations with semantic markers used by others, connotations with memories of experiences, and values and attitudes with complex links of connotative and denotative semantic markers. They also try to arrange their dictionaries of signs hierarchically to shape reality (editing entries to create consistent belief systems but never totally eliminating inconsistencies from the underlying rhetorical encyclopedia). In this framework, truth and objectivity are only relative to an individual dictionary, and thus cannot be universal or absolute. (SKC)

ED 285 234 CS 505 679

Mackin, Jim

The Cost of Achieving Community: Pericles' Funeral Oration.

PUB DATE- 6 Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ancient History; *Classical Literature; Communication Research; *Community Attitudes; Community Relations; Content Analysis; *Greek Civilization; Grief; *Persuasive Discourse; Political Attitudes; Public Speaking; *Rhetoric; Social Attitudes
IDENTIFIERS- *Funeral Orations; *Pericles

Pericles' Funeral Oration, delivered at a mass funeral for a number of Athenian soldiers who had died during an attack against their rival Sparta's allies, is an example of a form of rhetoric, epideictic, that functioned as a means of developing a sense of community. In order to make the mourners at the funeral believe the soldiers had died good, noble deaths, Pericles reaffirmed their sense of identity as a community by contrasting the Athenian philosophy and lifestyle enthymematically with those of Sparta. Athenians were portrayed as open, educated, brave, independent, and possessing a democracy for everyone, rather than for a privileged few. By implication, the Spartans were seen as xenophobic, brutish, cowardly, and discriminatory against those citizens who were not members of their elitist oligarchy. Hence, grief was converted to pride in the mourners, and the soldiers appeared noble in dying for such a good form of government. However, such an oration had the unfortunate side effect of disenfranchising Athens from the larger cultural community of the Greek city-states because it emphasized Athens' uniqueness and independence. After the collapse of the relations between the city-states, Athens was isolated and defeated. Because the Athenians' sense of community had been reaffirmed at the expense of a larger community, they unwittingly destroyed the source of their own strength. (JC)

ED 285 235 CS 505 681

Barge, J. Kevin; And Others
An Analysis of Effective and Ineffective Leader Conversation.
PUB DATE- May 86
NOTE- 38p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Employer Employee Relationship; *Leadership; *Leadership Qualities; Leadership Styles; Organizational Climate; *Organizational Communication; Speech Communication; *Work Attitudes
IDENTIFIERS- Communicator Style; Conversation; Conversational Management; *Leadership Effectiveness; *Symbolic Action

A study investigated the conversational forms leaders employ, exploring the relationship between leaders' conversations and symbolic outcomes. It was hypothesized (1) that effective conversations by leaders would be characterized by coordinated management episodes, positive spirals, perfunctory rituals, and value expressive rituals, whereas ineffective conversations by leaders would be characterized by enigmatic episodes and unwanted repetitive patterns; and (2) that effective conversations by leaders would increase follower's identification, be perceived as desirable and coherent, and decrease the need for legitimation, while ineffective conversations would not. Subjects, 66 workers in two large midwestern hospitals, selected two coworkers or supervisors for their leadership abilities and were asked to reconstruct naturally occurring conversations with these individuals. Subjects then completed three questionnaires based on transcripts of these conversations. Results supported both hypotheses. Findings suggest that effective conversations by leaders were viewed as positively valenced, coherent, and as facilitating the accomplishment of work-related and personal goals. Findings also suggest that effective conversations produced higher levels of identification and decreased organizational members' need for legitimation processes. (Tables of data, notes, and extensive references are appended.) (NKA)

ED 285 236 CS 505 683

Rijlaarsdam, G.; van den Bergh, H.
The Development and Validation of the Speaking Apprehension Measure.
PUB DATE- 87
NOTE- 32p.; Paper presented at the Annual Meeting of the International Oracy Convention (Norwich, England, March 30-April 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Communication Apprehension; Communication Problems; Communication Research; *Construct Validity; Failure; Fear; *Models; Secondary Education; Situational Tests; *Speech Communication; Test Construction; Writing Apprehension
IDENTIFIERS- *Oracy

A study tested the validity of a speaking apprehension questionnaire developed by Marshall that monitors the performance of secondary school teaching in oracy in the Netherlands. This questionnaire, intended for 11- to 16-year-old students, was administered to 86 secondary school students. The improved instrument, the Speaking Apprehension Measure (SAM) was then subjected to several validation tests. Nearly 500 15-year-olds at three secondary school levels were administered questionnaires on speaking apprehension, fear of failure, and writing apprehension. One hundred of these students were then randomly selected for oracy testing and administered the SAM, as well as fear of failure and writing attitudes measure tests. Students were then given a speaking task to determine oracy, for which performance was assessed based on content and usage. Results indicated that the instrument constructed for measuring speaking apprehension was internally consistent. Testing results indicated the validity of the instrument, which correlates moderately well with fear of failure and with concepts related to writing apprehension. Evidence was found for the supposition that speaking apprehension is situational. Findings support the validity of the SAM in the demonstration of a relation between speaking apprehension and speaking situations. (Figures, tables of data, references, and a sample questionnaire are appended.) (NKA)

ED 285 237 CS 505 685

Klinger-Vartabedian, Laurel; O'Flaherty, Kathleen
Student Perceptions of Self-Disclosure in the Classroom Based on Perceived Status Differentials.
PUB DATE- May 87
NOTE- 25p.; Paper presented at the Annual International Communication Conference (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; College Students; Communication (Thought Transfer); Communication Research; Higher Education; *Interpersonal Communication; *Self Disclosure (Individuals); *Status; Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Behavior; Teacher Role; *Teacher Student Relationship; Teaching Assistants; Teaching Methods; Teaching Styles

A study examined the extent to which perceived teacher status differentials influenced students' perceptions of teacher self-disclosure. This study involved a two-step procedure. Initially 30 students in a basic speech section were asked to recall examples of teacher self-disclosure that had occurred in classes in which they were enrolled. Then 13 statements were selected representing a wide range of disclosure from low to high. Next, subjects, 263 female and 243 male undergraduates enrolled in a basic oral communication program, were randomly assigned to hear one of eight audiotape-recordings of a portion of a lecture. Speakers on each tape were either male or female and were identified either as professors or graduate teaching assistants (GTAs). The tapes contained identical material, except that four "moderately high disclosure" tapes illustrated examples with personal anecdotes. Students were then asked to complete a questionnaire concerning the appropriateness and interest of the illustrations. Results indicated that (1) students felt it was slightly more appropriate for professors to use stories than GTAs; (2) there was a slight tendency for professors to seem more likeable than GTAs, but that in a the low self-disclosure setting for females, the GTA was rated slightly more likeable than the professor; (3) in the high self-disclosure setting for females, the GTA was regarded as revealing more than the professor; and (4) students felt it was more appropriate for the male professor to disclose than for the male GTA to disclose. The results suggest that a moderate level of self-disclosure serves as an act of equalization, but as status differentials decrease, disclosures may have a neutral or negative effect. (One table, a copy of the questionnaire, footnotes, and 29 references are included.) (JC)

ED 285 238 CS 505 686

Miller, Christine M.

Public Speaking on the Streets and in the Ivory Tower: A Comparison of the Dale Carnegie Course and the Academic Course.

PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Communication Research; Comparative Analysis; *Course Content; Ethics; Higher Education; *Persuasive Discourse; *Public Speaking; Speech Curriculum; *Speech Instruction; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Dale Carengie Course

Many speech communication educators and researchers look upon Dale Carnegie's public speaking course with derision for its methods as well as its motives. A comparison of Carnegie's course with university courses in speech communication reveals a number of differences between the two, which in part explains this attitude. Carnegie began his course to give practical instruction in the basics of public speaking to men whose jobs depended on facility in communication. He developed immediately useful, positive feedback methods of teaching public speaking, and his course came to symbolize the American pursuit of material success. Academics, however, have regarded Carnegie's method as little more than "animal-training tactics," and complain (1) that students are not given realistic assessment of their speaking skills; (2) that his "hard sell" approach to marketing his course has often been fraudulent; and (3) that his motives are unethical because they involve selling a course that is designed to make money and increase the students' earning potentials, mostly by giving them a predatory advantage over their audience. Finally, the biggest difference is that Carnegie offers training, while the university offers an education based on research and theory. However, while most of Carnegie's methods would be inappropriate for the university classroom, academics would be wise to maintain an awareness of his organization and others like it, and glean whatever useful information possible from them, rather than prejudicially rejecting them. (Eleven references are included.) (JC)

ED 285 239 CS 505 687

Bode, Robert A.
An Intercultural Paradigm of Nonviolence.
PUB DATE- Nov 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; Disarmament; Ethnocentrism; Foreign Countries; *Foreign Policy; Global Approach; *International Cooperation; National Security; *Nuclear Warfare; *Peace; Persuasive Discourse; *Rhetoric; World Affairs; World Problems
IDENTIFIERS- *Nonviolence; Nuclear Deterrence; Reagan (Ronald); Reagan Administration; United States; USSR

Much of the rhetoric used by world leaders is one of violence, based on destructive myths and images, which increases the probability of war. Such leaders attempt to persuade the public that militarism, threats, and sociopolitical superiority are effective strategies for peace, when in fact they maximize cultural and political differences. The United States presently supports increased militarism to ensure a dominant political position in world politics, and hence it has increased armaments and proposed the militarization of space and the possibility of winning a limited nuclear war. Additionally, popular news magazines have characterized the Soviets as "savages, dupes, despots, and barbarians," prompting the United States to believe itself superior and adopt a "bullying" posture. History suggests that belief in such a "myth of superiority" can provoke violence in the most civilized nations. A solution to perpetuation of these "myths of violence" is a paradigm of nonviolence, which encourages communicators to abstain from the use of hostile speech and acts. Tenets of the paradigm include: (1) adopting a spatial view of the world, which sees humans as world citizens; (2) a willingness to abstain from physical or psychological violence; (3) social and political responsibility; (4) shared values; (5) creating new ethics; (6) long-term, future, macro-orientation; and (7) interaction among the paradigm's tenets. Such a paradigm, if it is adhered to, can create a more cooperative climate in which cultural and political interaction can occur. (JC)

ED 285 240 EA 019 560

Willis, David B.
A Search for Transnational Culture: An Ethnography of Students in an International School in Japan.
PUB DATE- 87
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; Cultural Differences; *Educational Anthropology; Educational Environment; *Ethnography; Foreign Countries; *Foreign Students; Group Behavior; Group Dynamics; Group Membership; Participant Observation; Secondary Education; Social Stratification; *Sociocultural Patterns; Student Attitudes; Student School Relationship; *Student Subcultures
IDENTIFIERS- *International Schools; *Japan

This anecdotal ethnography describes the student culture at Columbia Academy, an international school in Kobe, Japan. The paper begins by contrasting the affluence of Columbia Academy and its students with the relative austerity of a nearby Japanese middle school. The paper follows a typical day at Columbia, and describes the nationalities of the students, their attitudes, and their peer relations, both in and out of class. In the next section, the typical experience of newcomers throughout their first year at the school is described. Included are observations on the students' dress codes and musical tastes, supported by direct quotations from various students . The subsequent section, entitled "Joining," is a detailed account of the socialization process at Columbia, including the various cliques based on common interests or traits in evidence among the students. The role of language in defining membership in these groups is then discussed, followed by a description of group dynamics. One group singled out for analysis is the "intensives," Japanese-speaking students who enter Columbia Academy from Japanese schools. The last part is a sampling of direct quotes from students reflecting their values, goals, and sense of purpose. The most interesting finding in this respect, according to the author, is the relative unimportance of nationality in friendships at Columbia Academy. An extensive 24-page bibliography is included. (TE)

ED 285 241 EA 019 567

Jones, Vernon F.; Jones, Louise S.
Comprehensive Classroom Management: Creating Positive Learning Environments. Second Edition.
REPORT NO.- ISBN-0-205-08524-5
PUB DATE- 86
NOTE- 459p.; Revised edition of "Responsible Classroom Discipline" (1981).
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Inc., 7 Wells Avenue, Newton, MA 02159 (Order No. H85244; $24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; *Classroom Techniques; Communication (Thought Transfer); *Discipline; Elementary Secondary Education; Interpersonal Competence; Motivation; *Student Behavior; *Teacher Student Relationship; Time on Task

The concept of school discipline, based on controlling inevitable student misbehavior, has been replaced with "classroom management," which stresses methods of facilitating positive student behavior and achievement. This book attempts to provide teachers, counselors, administrators, and special educators with a comprehensive, practical description of current classroom management research and methodology. The book is divided into four parts. Part I overviews classroom management and its relationship to students' personal, psychological, and academic needs. Part II discusses interpersonal relations and school and home interactions as key factors influencing student behavior and achievement. Part III provides numerous research-supported, practical strategies for improving classroom organization and instruction, including techniques to maximize on-task behavior, create interesting lessons, and motivate students to increase their learning. Part IV offers numerous specific methods for handling classroom and schoolwide discipline problems. (Countless studies and years of practical experience indicate that some students will cause disruptions in even the best learning environments.) Each chapter contains many figures, forms, teacher activities, and a recommended reading list. Included are a map-appendix, a bibliography of 675 references, and author and subject indexes. (MLH)

ED 285 242 EA 019 568

Marks, James Robert; And Others
Handbook of Educational Supervision: A Guide for the Practitioner. Third Edition.
REPORT NO.- ISBN-0-205-08299-8
PUB DATE- 85
NOTE- 529p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Inc., 8 Wells Avenue, Newton, MA 02159 (Order No. H82993; $38.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Decision Making; Elementary Secondary Education; *Instructional Improvement; *Leadership Qualities; Program Evaluation; Staff Development; *Supervision; *Supervisory Methods
IDENTIFIERS- *Professional Role
This handbook offers educational supervisors specific, practical assistance in performing their main job: instructional improvement. Basic supervision principles have been drawn from scientific research; the "how-to" sections of the book have been garnered from experience. Part I, "Planning for the Supervisory Program," provides background information explaining the roles of federal, state, and intermediate agencies and recommending various organizational and leadership approaches. Part II covers implementation strategies concerned with staff development, supervisory visits and follow-up conference, faculty meetings, teacher evaluations, the understanding and guidance of children, curriculum development, instructional media, and library facilities. Part III deals with support, supervisory personnel, and professional responsibilities, including community relations development, personnel recruitment and selection, program evaluation, and maintenance of professional status. In addition to basic principles, each chapter contains case studies, illustrations, lists of practical suggestions, do's and don'ts, in-basket problems, questions, suggested activities, and updated bibliographies. Appendix A is concerned with helping teachers understand tests and measurements; Appendix B is a program evaluation checklist for staff development programs. (MLH)

ED 285 243 EA 019 569

Castaldi, Basil
Educational Facilities: Planning, Modernization, and Management.
Third Edition.
REPORT NO.- ISBN-0-205-10288-3
PUB DATE- 87
NOTE- 438p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Inc., 8 Wells Avenue, Newton, MA 02159 (Order No. H02884; $35.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Architecture; *Building Conversion; Educational Environment; *Educational Facilities Planning; *Educational Planning; Elementary Secondary Education; Long Range Planning; *School Buildings; *Space Utilization
IDENTIFIERS- *Building Maintenance; *Remodeling

Written for both students and practitioners, this book is a comprehensive treatise on the planning, remodeling, and maintenance of educational facilities. The subject matter is organized to blend theory and practice. Part I deals primarily with theory, principles, and techniques of educational facilities planning, covering school building history, psychological discoveries, current educational practices, and developments in educational technology as they affect school architecture. Part II discusses procedures and criteria for long-range planning, including chapters on school building surveys, planning procedures, and foundations and principles. Part III further explores basic elements of educational facilities planning, such as flexibility, adaptability, adequacy, efficiency, economy, energy conservation, safety, health, comfort, and acoustical and visual environments. Part IV has three chapters on planning school and college facilities and a chapter on postplanning procedures and construction costs. Part V tackles modernization, maintenance, and operation of educational facilities. Included are numerous tables as well as two appendices that deal with these topics: (1) making an enrollment projection; and (2) determining the approximate location and capacity of new construction. (MLH)

ED 285 244 EA 019 574

Rocky Mountain School Division No.15 Evaluation Model.

HSP Humanite Services Planning Ltd. (Alberta).; Rocky Mountain School Div. No. 15, Rocky Mountain House (Alberta).

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Dec 86
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attitudes; Decision Making; Elementary Secondary Education; *Evaluation Utilization; Foreign Countries; Governing Boards; Government School Relationship; Models; *Outcomes of Education; *Public Support; *Resource Allocation; School Community Relationship; School Districts; *School Effectiveness; School Personnel; School Surveys; State Surveys; Trend Analysis
IDENTIFIERS- *Alberta

This summary report presents methodologies, results, and conclusions of a two-year evaluation model implemented by an Alberta, Canada, rural school district to provide information for administrative and public decision making. An introductory chapter enumerates district goals for students and the model's objectives. Chapter 2 outlines how survey instruments were developed to measure objectives of student achievement, objectives of school leavers, student attitudes, stakeholder satisfaction, and resource utilization. Chapter 3 displays results in 21 tables and 64 charts. Observations, discussion, and conclusions are offered in chapter 4. Students are achieving at a higher level in English than in other courses, based on overall measurement. Students' migration and education trends reveal changes in educational continuation plans, point to job availability as the greatest problem in implementing plans, and reveal that 42 percent are attending postsecondary schools. A comparison of the 1985 and 1986 surveys indicates the following shifts of attitude among various groups of respondents: (1) among principals, fewer report having confidence in the board of trustees and fewer regard staff promotion procedures as fair; (2) the public perceives there to be fewer problems with vandelism and attendance; and (3) supporters see the availability of funds for education as a greater problem. Inconsistent application of achievement data to the model results because this area lacked depth; records for resource allocation were also insufficient. The attitude survey, however, provides administrators an annual snapshot of operations and raises respondents' awareness of issues. Five appendices include: (1) the school leaver survey form and follow-up; (2) attitude survey forms for students, parents, supporters, and school staffmembers; and (3) a model implementation handbook. (CJH)

ED 285 245   EA 019 575

Corbishley, B.; And Others

County of Strathcona No. 20, Sherwood Park, Alberta, Canada. Review Development Project, Phase 1: System Review Design.

Stevenson Kellogg Ernst & Whitney (Alberta).; Strathcona County Board of Education, Sherwood Park (Alberta).

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Oct 86
NOTE- 153p.; Phase 1 of a Three-Phase Project: System Review, Specific Evaluations, Future Scenarios.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; County School Districts; *Educational Assessment; Elementary Secondary Education; Employer Employee Relationship; Evaluation Criteria; Foreign Countries; *Professional Development; *Program Effectiveness; *Resource Allocation; School Attitudes; School Community Relationship; School Districts; School Personnel; Surveys; *Systems Analysis; Teacher Evaluation
IDENTIFIERS- *Alberta

This review of the Strathcona County school system (Alberta, Canada) makes recommendations based on information gathered in 1986. Following an introductory chapter, chapter 2 summarizes findings and recommendations. The review involved surveys of employees, community members, and community groups. Recommendations concern organization, evaluation, public input, and reporting to the board. Chapter 3 characterizes organization and staffing, financial indicators, and enrollment. Methods of reviewing system components are described in chapter 4; chapter 5 synthesizes significant findings. Governance and administrative areas, examined in chapter 6, involve policymaking, planning, budgeting, and community relations. Recommendations are to improve budgeting, board reporting, and community relations. Chapter 7 reports on organizational matters. Suggestions are made to formalize corporate services relationships, reorganize educational programming, and to act on employee concerns. Program management issues covered in chapter 8 concern improved coordination of planning and education. In chapter 9, recommendations for resource management include strengthening staff policies, developing professional development plans, and reviewing the teacher evaluation process. Chapter 10 investigates support services. Suggestions are made for achieving greater effectiveness in data processing and facilities management. Five appendices comprise nearly one-half of the report, including the following: review criteria of system components; employee attitude survey results; resident survey results; and responses from parental groups. (CJH)

ED 285 246 EA 019 580

Johnson, Eric W.
Evaluating the Performance of Trustees and School Heads. Revised Edition.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-59-0
PUB DATE- 86
NOTE- 74p.; For the previous edition, see ED 238 122.
AVAILABLE FROM- Publication Sales, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; *Governing Boards; Long Range Planning; Participative Decision Making; Performance Factors; Policy Formation; *Private Schools; *Specifications; *Trustees

This manual, intended to serve independent schools, is an update on an earlier evaluation of school heads and trustees. Section 1, "Evaluation and Why It Matters," emphasizes the relationship between performance evaluation and school purposes. "Examples of Evaluation of Performance," section 2, illustrates planned evaluation of six schools. Suggestions in section 3, "Some Dos and Don'ts for Evaluation," include: (1) evaluate performance against reasonably specific expectations; (2) link evaluation with long-range school objectives; and (3) include staff opinions. Expectations from trustees are detailed in section 4, "Evaluating the Performance of Trustees." Questions should involve views on education relevant to school purposes and ability to judge policy with detachment. Recommended methods are the "directed essay," evaluation by chairperson and head, and evaluation workshops. Section 5, "Evaluating the Performance of School Heads," suggests using the directed essay or a form (a sample is given). Other considerations are staff opinions and procedures for terminating the head's appointment. "Special Situations, Problems, and Opportunities," section 6, enumerates evaluation circumstances that require emphasis. Situations include the strong, reluctant head or board; the head as the school's most stable, senior person; a board dominating ingroup; and school problems. The final section, "Evaluation Essentials," offers recommendations to maintain quality evaluation. Appendices occupying nearly half the document provide sample instruments. (CJH)

ED 285 247 EA 019 583

Gifford, Beverly
Back on the Track: A Campaign to Recruit Dropouts Back into the Columbus Public Schools.
PUB DATE- 15 Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the National School Public Relations Association (San Antonio, TX, July 13-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Programs; *Dropouts; High Risk Students; *High School Equivalency Programs; High Schools; *Nontraditional Education; Potential Dropouts; School Schedules; Year Round Schools
IDENTIFIERS- *Ohio (Columbus)

To combat their school dropout problems, Columbus (Ohio) Public Schools created an alternative high school for marginal and high-risk students attending conventional high schools and for students who had already dropped out. Classes at North Education Center were scheduled from 8 a.m. to 9:30 p.m. and featured year-round, 42-day terms to accommodate students with jobs and family responsibilities. Since the school's inception in 1983, the dropout rate has decreased from 9.6 percent to 2.1 percent. Although potential dropouts were being reached effectively, actual school leavers were not. This paper describes the "Back on the Track" campaign to identify and locate recent dropouts, provide extensive information and counseling, and motivate them to complete high school. Based on a comprehensive analysis, a target audience of 650 was chosen. Campaign components included two pieces of direct mail, telephone follow-ups, mediaspots, and T-shirts--all funded by a local shoe manufacturer, radio stations, and a promotions company. Results exceeded original goals by 42 percent. During the 1986-87 school year, 978 students were enrolled at North Education Center, compared with 681 during the 1983-84 school year. As a direct result of the campaign, 171 students called for information. Of this number, 47 enrolled for the first term, and 45 stayed enrolled. Included is the newsclipping of a testimonial from a former student whose life was turned around by this program. (MLH)

ED 285 248 EA 019 584

Randell, Shirley, Ed.
Changing Focus: The Participation of Women in Educational Management in Australia. Report of a National Conference (Melbourne, Victoria, Australia, June 3-5, 1983).
Australian Coll. of Education, Carlton, Victoria.
REPORT NO.- ISBN-0-909587-28-0
PUB DATE- Nov 83
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Administrators; *Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Foreign Countries; Higher Education; *Sex Discrimination; *Women Faculty
IDENTIFIERS- *Australia

In 1983, a National Conference on the Participation of Women in Educational Management in Australia was sponsored by the Australian College of Education. About 165 women senior administrators met to determine the extent of female participation in educational administration at all school and college levels. They also explored national trends to (1) identify obstacles, (2) assess professional development avenues to increased female participation, (3) explore alternative involvement strategies, and (4) recommend appropriate action to the College Council. This report distills major proceedings and findings for a national audience, providing background material and summarizing keynote addresses and recommendations. Following an introduction and overview by Shirley Randell, the contents are: "Why So Few?" (Helen Mayer); "Women in Educational Leadership" (Mary Beasley); "Women, Education, and Social Change" (Joan Kirner); "Facts and Trends: A National Overview" (Shirley Sampson); "Discrimination: An Issue for Women in Education" (Fay Marles); "Professional Development: An International Perspective" (Virginia Novarra); "Women in Educational Management" (Joan Bielski); "Avenues for Professional Development: A Personal Perspective" (Valda Ward); "Women in Education: A Historical Perspective" (Quentin Bryce); and "What Do We Do Next?" (Denise Bradley). Eight appendices provide a list of participants, preconference readings, issues for state preconference meetings, state overviews, workshop reports, conference statements, a career tactics paper, and a list of contributors. (MLH)

ED 285 249 EA 019 586

McGee, Jerry C.
Compulsory Education: An Overview of the Law.
PUB DATE- 20 Jul 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; *Compulsory Education; *Court Litigation; Elementary Secondary Education; *Home Schooling; Legal Problems; Private Education; Public Schools; *School Attendance Legislation; *School Law
IDENTIFIERS- Delaconte v State of North Carolina; Ellis v O Hara; First Amendment; Pierce v Society of Sisters; Stephens v Bongart; *Supreme Court; Wisconsin v Yoder

State compulsory attendance statutes require parents and legal guardians to see that children are educated. Although courts have consistently upheld such statutes, the nature of these filings has changed. Whereas early-day legal action usually sought to protect the rights of some select group from constitutional infringement, more recent suits have sought to protect individuals desiring to teach their children at home. This paper discusses the new emphasis by providing a historical perspective tracing legal precedents and summarizing recent litigation. Court decisions through the 1970's usually sought to protect select groups from unconstitutional infringement of their rights. These include "Pierce v. the Society of Sisters" (1925), upholding children's right to attend private schools, and "Stephens v Bongart" (1937), compelling children to attend more formal schools (public or private), rather than receive home instruction or "equivalent education" for grades 1 through 8. In the landmark "Wisconsin v. Yoder" case, the U.S. Supreme Court upheld Amish parents' right, on First Amendment grounds, to terminate their children's public school attendance beyond the eighth grade. Recent litigation demonstrates much less balance and consistency, as may be seen in summaries of three southern cases. The courts are now paying closer attention to specific standards and requirements in compulsory education cases and deciding them on a case-by-case basis. Existing standards have been upheld, and the courts are making state legislatures responsible for defining the key issues. (MLH)

ED 285 250 EA 019 587

Avveduto, Saverio
The Next 6000 Days: A Perspective on Employment and Education for the 21st Century.
International Council on Education for Teaching, Washington, D.C.
PUB DATE- 87
NOTE- 82p.; Translated from the Italian by Roberto Severino.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Comparative Analysis; Computer Assisted Instruction; *Educational Objectives; *Educational Trends; Elementary Secondary Education; *Employment Projections; Equal Opportunities (Jobs); Foreign Countries; *Futures (of Society); Higher Education; *Outcomes of Education; Prediction; Research Utilization; School Business Relationship; Social Influences; Student School Relationship
IDENTIFIERS- *Europe (West)

This volume evaluates the effects of contemporary issues and technological trends upon the nature of Western society's educational systems and its ability to cope with changes in employment. The work is a translation from Italian. Three chapters emphasize higher education and compulsory education's relationship to a future society of quality living. Chapter 1, "The Quality of the Future," describes employment and new technologies, industrial restructuring, and the readaptation necessary of the labor force. A model case of technological reconversion in an Italian firm is analyzed, which resulted in extensive lay-offs. Conclusions include the point that the public sector does not offer retraining opportunities, which plays an important role in the turnover phenomenon. "The Near Future of Employment," chapter 2, applies economic and projective theories to employment in the United States and Europe. Scenarios for Italy and the United States illustrate the projected growth of occupations in lower echelons and at the top, resulting in a blue and white "striped collar" phenomenon. The teaching profession reflects a need for knowledge of computer systems in all fields. Greater availability of total wealth along with growing social imbalances will return attention to equality of opportunity. Chapter 3, "What Should Be Done about the Future?" suggests that answers must be sought within educational research, and yet the results of such research have not been utilized to improve society as a whole. In speculating whether the school system is capable of satisfying future occupational needs, educators should consider a uniform postcompulsory education system to deter unemployment. Eventually, everyone must be guaranteed minimal knowledge to respond to the challenge of "new literacy." References accompany each chapter; 21 tables of projective data are appended. (CJH)

ED 285 251 EA 019 589

Marshall, John D.
Better Textbooks, Better Criteria: The Role of Research in Directing Efforts for Reform.
PUB DATE- 22 Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Evaluation; Decision Making; *Educational Change; Educational Theories; Elementary Secondary Education; *Evaluation Criteria; State School District Relationship; *State Standards; State Surveys; *Textbook Content; Textbook Research; *Textbook Selection
IDENTIFIERS- *State Level Textbook Adoption; *Texas

This analysis exemplifies Texas as 1 of 22 "adoption states" that select textbooks according to systematic state criteria and interprets this approach in relation to textbook reform efforts. Survey data of state committee members' ranking of criteria during the initial selection phase revealed that the top three criteria were organization and presentation of content, adherence to the proclamation, and pedagogical strength. The majority of respondents were unable to verbalize their understanding of the most frequently chosen criterion, though all freely discussed their use of textbook proclamations (area content guidelines and requirements). During the second selection phase, decision makers comparatively reviewed books surviving the elimination process by using "organization and presentation content" and "pedagogical strength" as major criteria. The Texas data support other research findings that publishers' presentations play an important part in reviewers' decisions. The findings presented in this paper question reform plans that would begin anywhere other than with the 22 states that have long dictated national textbook content. Research questions the efficacy of improving the skill bases of selectors under control of guidelines constructed by state boards. Reform efforts must be directed toward lay persons with actual control over content. Additionally, state boards must perceive the need to become better informed or to place selection power in the hands of professional educators. Five appendices on the Texas adoption system include lists of books to be adopted as well as content guidelines for selected years. (CJH)

ED 285 252 EA 019 590

Blair, Billie; And Others
Long Range Facilities Master Plan: 1986-2000, San Diego Unified School District.
San Diego Unified School District, Calif.
PUB DATE- Jan 87
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Construction Costs; *Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; *Enrollment Projections; *Enrollment Rate; Financial Problems; Financial Support; Flexible Facilities; Income; School Construction; *School Space; Space Utilization
IDENTIFIERS- *San Diego Unified School District CA

The Long-Range Facilities Master Plan presents solution strategies and financing methods for accommodating a projected student enrollment increase of 45,000 between 1986 and 2000. This increase, plus limited financial resources, school use studies, and recent legislation, necessitated the plan. The issues include housing students, facility standards, the learning environment, and maintaining quality programs. The plan suggests constructing new schools, multitrack year-round schools, double-session kindergarten, reconstruction, refurbishing, policy and program changes, buying or leasing portable classrooms or trailers, reopening closed school sites, boundary and zone changes, converting administrative space into classrooms, and the joint use of other facilities as possible solutions. Known and anticipated income sources include the developer fee fund, lease income from 11 closed school sites, outstanding developer fee agreements, and a recently authorized development fee program. In case of inadequate income, revenue bonds, general obligation bonds, and lease purchase agreements serve as debt instruments. Twenty-four charts show the recommended solution strategies for facility needs by school and year, presented by the high school attendance area. Further, five tables exhibit construction costs and needs, cash flow needs, costs for other facilities, maintenance needs, estimates of anticipated annual income, and a comparison of funding needs of income cumulatively and annually. (RG)

ED 285 253 EA 019 591

Clark, John A.
The Philosophical Foundations of Research into the Administration of Educational Organizations.
University of New England, Armidale (Australia).
PUB DATE- Sep 86
NOTE- 36p.; Paper presented at the Annual Conference of the Group for Research in Education and Administration Theory (Armidale, New South Wales, Australia, September 5-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; *Educational Administration; *Epistemology; Organizational Communication; *Organizational Theories; Organizations (Groups); *Phenomenology; *Philosophy; *Research Methodology; Research Utilization; Systems Approach; Theory Practice Relationship

This monograph analyzes the philosophical foundations of research into the administration of educational organizations. The first part reviews past debates about the philosophical foundations of research in educational administration, focusing on three contending schools of thought: the empiricists, the phenomenologists, and the critical theorists. The second part addresses ontological and epistemological assumptions about social reality--a continuum ranging from idealists who believe each person creates his/her own world to realists who believe in an objective world. The third part defines the nature of educational organizations from two interdependent frames of reference: systems theory, which illuminates the structures essential to the stability of an organization; and interpretive theory, which focuses on the subjective experience and understanding of the members of an organization. An argument is developed for an integration of the two approaches. In the fourth part, the author provides his own view of the epistemological foundations of knowledge about educational organizations, suggesting that objective and intersubjective (or communicative) indicators are both necessary for a clear understanding of organizational life, since both actions and observations are given meaning only within the context of the theoretical concepts held about them by observers and participants alike. The final section addresses the link between research knowledge and administrative praxis in educational organizations, suggesting an active role for the researcher as a mediator of knowledge and action. (TE)

ED 285 254 EA 019 592

King, Dan L.; Huckins, Larry L.
Federal Support for the "Category B" Student under Public Law 81-874.
PUB DATE- 87
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of Federally Impacted Schools (Washington, DC, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Categorical Aid; *Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; Expenditure per Student; *Federal Aid; *Federal Legislation; Finance Reform; Financial Support; Government Employees; *Government School Relationship; Politics of Education; Property Taxes
IDENTIFIERS- *Impact Aid; North Dakota

Public Law 81-874, enacted by Congress in 1950, allowed distribution of direct federal financial assistance to local public school districts serving children of parents who either lived or worked on tax-exempt federal property. The law, as subsequently amended, divides the affected children into Category A (students whose parents both reside on federal property and are federally employed in either a military or civilian capacity) and Category B (students whose parents either reside on, or are employed on, federal property, but not both). This study assessed the local economic effect of impact aid payments for Category B students through a comparison of federal 81-874 aid reimbursements and per pupil contributions made by property taxes generated in the four North Dakota school districts enrolling the largest number of Category B students. Data from the study are presented through a series of tables showing, for each district: (1) Category B federal reimbusements per student and percent of change since 1980; (2) impact aid, by district, by category; and (3) commercial property taxes raised locally for nonfederally connected students in 1985. Comparisons made from the data presented indicate that commercial property owners in the local school districts contribute amounts far in excess of the federal government's Category B reimbursements to local school districts. The study concludes with a recommendation that Congress appropriate additional funding in support of Category B students, to alleviate the burden on state and local financial resources. (TE)

ED 285 255 EA 019 595

Pavan, Barbara N.
The Teaching of Supervision.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Fall Meeting of the Council of Professors of Instruction Supervision (Tampa, FL, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Elementary Secondary Education; *Management Development; *National Surveys; Staff Development; *Supervision; *Supervisory Training; Teacher Evaluation
IDENTIFIERS- *Council of Professors of Instruction Supervision

To gain perspective on the future preparation of supervisors, the Council of Professors of Instruction Supervision (COPIS) membership was surveyed concerning topics currently included in introductory supervision courses. The survey form included a list of possible topics, with space for additions, and asked each professor to indicate how many sessions out of the typical 15 would be spent on each topic. This paper presents the results of the survey mailed to 62 COPIS members. Responses were recieved from 34 members, for a return rate of 55 percent. For tallying perposes, respondents were divided into two groups: an administration group of 15, whose departments contained only administration and supervision, and a group of 19, whose departments either did not contain administration or contained all 4 areas (administration, curriculum, instruction, and supervision). The resulting list of topics comprised 12 items, incorporating the topics and subtopics added by respondents. The administration group spent more time on teacher evaluation, staff development, and personnel functions, whereas the curriculum and instruction group emphasized classroom supervision rationale and models, program management, leadership and change, and clarifying supervision and spent slightly more time than administration respondents on teaching models and observation and data analysis techniques. Causes and implications of these differences are briefly discussed. Included are a list of course topics and a survey tally sheet. (MLH)

Chiang, Laurence
Is Our Understanding of the Hidden Curriculum Hidden From Us?
PUB DATE- Sep 86
NOTE- 21p.; Paper presented the 1986 Conference of the Philosophy of Education Society of Australasia (Armidale, Australia, September 1-7 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Existentialism; Foreign Countries; *Hidden Curriculum; Humanitarianism; *Political Socialization; *Politics of Education
IDENTIFIERS- *Australia; Functionalism; Marx (Karl)

Literature on the hidden curriculum suggests an essential meaning behind either "unintended consequences" or "latent functions" of formal curricula, but this claim is largely unfounded. Four major perspectives underpin studies in this area: functionalism, Marxism, humanitarianism, and existentialism. This paper demonstrates how in each case the hidden curriculum concept is reified and used to focus community attention on its proponents' political ideals. The dialectical understanding of curriculum in terms of power, ideology, and resistance, as the radical critic Giroux advocates, is reduced to a potential rhetoric no more sophisticated than that of his conservative or liberal opponents. This paper further argues that while it is difficult and impracticable to dispense with an educational concept so imbedded in our culture, there is an inherent danger in uncritical acceptance of this concept's existence. Such misbelief will increase the chances of hidden curriculum's exploitation by educators, particularly when trying to justify policy decisions. One table, 4 figures, and 32 references are included. (Author/MLH)

ED 285 257 EA 019 597

Warhurst, John

Policy Studies as a Tertiary Curriculum: Postgraduate Courses in Public Policy.

University of New England, Armidale (Australia).
PUB DATE- Sep 86
NOTE- 12p.; Paper presented at the 1986 Conference of the Group for Research in Education and Administration Theory (Armidale, New South Wales, Australia, September 5-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Foreign Countries; *Graduate Study; Higher Education; *Interdisciplinary Approach; Political Science; *Public Administration; *Public Policy
IDENTIFIERS- Australia; *Multidisciplinary Education; *University of New England (Australia)

Public administration, long considered a poor relation of political science in Australian academic circles, has recently been revitalized by a new concentration in public policy studies. This paper summarizes the efforts of 10 Australian universities to develop public policy degree programs, describes University of New England's new program, and discusses issues in constructing policy studies curricula. Most new programs are multidisciplinary and include political science, law, sociology, industrial relations, history, accounting, and organizational theory. Since 1985, University of New England has developed postgraduate and master degree progams in public policy based on course offerings in six different departments. Such programs have developed so quickly that a number of issues surrounding course content, clients' needs, faculty composition, and teaching materials are yet to be resolved. To serve a middle management clientele, courses should have correct interdisciplinary balance, provide a wider political and social context useful to practitioners, and stress quantitative and economic skills. However, an inability to attract practitioners into teaching may be a good reason not to make policy studies programs too narrowly vocational. Although case studies offer the best method for interweaving interdisciplinary strands, suitable materials are hard to find. Three appendices are included. (MLH)

ED 285 258 EA 019 598

Planning a Fieldhouse.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.

PUB DATE- Jul 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletic Coaches; *Athletics; Construction (Process); Design Requirements; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; *Field Houses; Legal Responsibility; Maintenance; School Districts; *Space Utilization; Student Needs; Student School Relationship
IDENTIFIERS- *North Carolina

Area design, plan diagrams, and planning procedures for athletic fieldhouses adopted by North Carolina schools are recommended in this guide. The fieldhouse, generally a separate building accommodating the football team, is used by other teams of both sexes during their sports season. Location should be near play areas and planned for building protection. The locker room should accommodate the largest team; each player requires 20 square feet of floor space. Shower and toilet facilities should have direct access from the locker room. The coaches' office size depends on the number of occupants. In addition to 30 square feet for each desk and chair, storage, dressing, toilet, and shower space should be provided. Each sport's storage needs should be available in the equipment room. The training room's functions correspond with fieldhouse size and specialties. The weight room accommodates equipment for 15-25 people with 400 square feet and 30-40 people with 800 square feet. Rehabilitation implements require 80 additional square feet. Other facility considerations include interior surfaces, electricity, acoustics, and heating/cooling. The school board is responsible for fieldhouse construction and maintenance; the administration assumes design program responsibilities. The guide provides supplemental fieldhouse planning sources and concludes with five pages of plan diagrams. (CJH)

ED 285 259 EA 019 599

Public School Enrollment and Staff, New York State, 1986-87.
New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 87
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; *Enrollment Rate; Paraprofessional Personnel; Professional Personnel; *School Demography; *School Personnel; *School Statistics; Teacher Employment; Teacher Supply and Demand
IDENTIFIERS- *New York

This document records statistics on New York State public school enrollment and staff for 1986-1987. Tables are provided for the following: (1) districts and pupils by type of district; (2) districts and pupils by size of district; (3) public school enrollment by level; (4) number of professional staff members; (5) number of paraprofessional and support staff; (6) number of public schools by level; (7) fall enrollment by region and county; (8) public school enrollment by county and level; (9) public school enrollment by grade--state, region, and county totals; (10) public school enrollment by grade--state, county, and district totals; (11) public school enrollment by grade--New York City, borough, and community district totals; (12) total professional personnel--state, region, and county totals; (13) total professional personnel--state, county, and district totals; (14) classroom teachers--state, region, and county totals; (15) classroom teachers--state, county, and district totals; (16) ratios for professional staff--state, region, and county totals; and (17) ratios for professional staff--state, county, and district totals. Appended is a list spelling out names abbreviated in the tables. (TE)

ED 285 260 EA 019 600

The Electronic School: Innovative Uses of Technology in Education.
Bonus Report.

National School Boards Association, Alexandria, VA. Inst. for the Transfer of Technology to Education.

PUB DATE- Jul 87
NOTE- 33p.; Report produced by the editors of The American School Board Journal and The Executive Educator.
AVAILABLE FROM- Publication Sales, National School Boards Association, P.O. Box 17316, Baltimore, MD 21203 ($5.00).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Communications; Computer Literacy; Computer Managed Instruction; *Computer Networks; *Computer Uses in Education; Disabilities; Educational Media; *Educational Technology; Elementary Secondary Education; *Information Technology; Inservice Teacher Education; *Instructional Innovation; Instructional Systems; Interactive Video; Multimedia Instruction; Robotics; School Business Relationship; *Technological Advancement

This special issue is a collection of reports on the applications of technology to schools, written by educators affiliated with the Technology Leadership Network (a group sponsored by the National School Boards Association). In "Meet the Pioneers of More Productive Schools," James A. Mecklenburger, the director of the National School Boards Association's Institute for the Transfer of Technology to Education, introduces these educators and discusses the far-reaching implications of their projects. Following this introductory essay are reports from a few of the many school districts that participate in the Technology Leadership Network: "Commitment to Technology Multiples Curriculum Power" (Corona-Norco Unified School District, California); "Computers and Robotics Roll Back Frontiers of Learning" (Columbus Public Schools, Ohio); "Resolute Leadership Erases Resistance to Technology" (Mahopac Central School District, New York); "Electronic Data Transmission Is Beating That Bane of School Life--Endless Reports" (Glenview Public Schools, Illinois); "Students Use Media Technology to Expand and Enrich Their Course Work" (Montgomery County Public Schools, Maryland); "Computers Lend Handicapped Kids the Latest in Helping Hands" (Fairfax County Public Schools, Virginia); "This Computer Network Turns a Management Nightmare into a Teacher's Dream" (Central Kitsap School District, Washington); "Here's What Might Be the Ultimate in Computer Management Systems" (Indian Springs School District, Illinois); "From Game Shows to Teacher Recruiting, This Media Program Scores a Big Hit" (Charlotte-Mecklenburg Schools, North Carolina); "Interactive Video Cuts Ambitious Science Experiments Down to Classroom Size" (Arlington Independent School District, Texas). The concluding section, "Count the Ways Technology Can Improve Your Schools," is made up of 30 brief reports on other ways that school districts are improving education through the use of technology. (AA)

ED 285 261 EA 019 601

Tasks While Braiding the Rainbow Stripes: The Transition from Teacher to Administrator.

PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *Career Change; *Coping; Higher Education; Internship Programs; Management Development; Socialization; *Social Support Groups; *Training; *Transitional Programs
IDENTIFIERS- Internships; *Ohio

First-year experiences in administration can color one's perceptions of the job, the career, and life goals. Ineffective socialization and assimilation during this period can also have serious consequences for staff, students, and community. This paper attempts to identify the significant issues, conflicts, and experiences occurring during the transition process undergone by inductees during their first year as school administrators. The study was limited to full-time high school teachers in transition as either assistant principals or as principals in Ohio. Seven participants were chosen for each of the major population categories (urban, suburban, and rural) and two participants were selected from a nonpublic system. Beginning in April 1986, participants were interviewed three times: before school began, after two months in administration, and at the end of the academic year. The first interview focused on expectations; the second on alterations in administrators' life and coping mechanisms; and the third on changes, coping strategies, and ideas for assistance. Interview results were analyzed using the Schlossberg model (a constant comparative approach) for analyzing adults in transition. Research findings will hopefully illuminate the teacher-to-administrator transition process so that a helpful framework for training and inducting new administrators can be developed. Included are 17 references. (MLH)

ED 285 262 EA 019 603

Levison, Lee M.

Community Service Programs in Independent Schools: A Report.
National Association of Independent Schools, Boston, Mass.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jan 86
NOTE- 128p.
AVAILABLE FROM- Publication Sales, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 (Order No. CS/19, $13.50 plus $1.25 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship Education; *Community Involvement; *Community Services; Private Education; *Program Evaluation; *School Community Programs; Secondary Education; Surveys
IDENTIFIERS- *National Association of Independent Schools

Community service is reemerging as an important focus for secondary education. This report, the culmination of a Ford Foundation project, considers independent schools' role in encouraging community service. Specifically, the project attempted to identify community service programs in private schools affiliated with the National Association of Independent Schools (NAIS), explain the programs' philosophies, describe their characteristics, and analyze their context. To accomplish these objectives, NAIS schools were surveyed and nine schools with exemplary programs were visited by the project researcher. Chapter 1 summarizes the quantitative survey data--program budget, level of student participation, and the number of hours students serve. The next three chapters provide a qualitative analysis of the schools' community service programs based on data from the nine visits. Chapter 2 considers the relative importance of the programs, while chapter 3 examines school policies that either encourage or inhibit them. Chapter 4 considers the role of service program coordinators in program design, implementation, and operation. The final chapter assesses program philosophies and accomplishments. Ideally, students' involvement in community service should engage their empathy and understanding of social dynamics, not merely expose them to less fortunate neighbors. Included are an appendix listing various service activity categories and a bibliography of 20 references. (MLH)

ED 285 263 EA 019 604

Ishler, Richard E.; Leslie, E. C.

Bridging the Gap between a Public School System and a University: The Texas Tech University/Lubbock Independent School District Adopt a Classroom Project.

PUB DATE- 13 Feb 87

NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; *Cooperation; Elementary Secondary Education; Higher Education; Minority Groups; Professional Recognition; *Student Recruitment; *Teacher Exchange Programs; Transitional Programs

IDENTIFIERS- Lubbock Independent School District TX; *Partnerships; *Texas; Texas Tech University

Based on the need for mutual cooperation to achieve common goals, partnerships between public schools and colleges are being established throughout the United States. In communities with successful partnerships, educational programs are being enhanced; education itself is seen as a continuum from preschool through college and recognized as a joint responsibility of both institutions. Recruiting high school students into higher education often becomes a secondary benefit for the colleges involved. After summarizing five principles underlying successful collaborative ventures, this paper describes an "Adopt a Classroom" project linking Texas Tech University (TTU) and Lubbock Independent School District (LISD). The project plans to make Texas Tech faculty members available to individual teachers and classrooms in LISD during the 1986-87 academic year. Each faculty member has been matched with an appropriate LISD teacher and will (1) serve as a general classroom resource, exchange teacher, and role model; (2) help high school students make the transition to college; (3) recruit students to TTU; and (4) develop other suitable activities. One added benefit may be recruitment of minority students. As students interact regularly with engineers, scientists, lawyers, artists, philosophers, and others, new interests are bound to be stimulated. Both university and school faculty will receive appropriate recognition for their contribution to the program. (MLH)

ED 285 264 EA 019 606

Randell, Shirley, Ed.
Making Progress: Women in Management in Primary & Secondary Education in Australia. Report of a National Conference (3rd, Canberra, Australian Capital Territory, Australia, August 1-4, 1985).
Australian Capital Territory Schools Authority, Canberra.; Australian Coll. of Education, Carlton, Victoria.
REPORT NO.- ISBN-0-909587-35-3
PUB DATE- Oct 85
NOTE- 225p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; *Sex Discrimination; *Women Faculty; Workshops
IDENTIFIERS- *Australia

This report describes the third conference that the Australian College of Education has conducted on women in educational administration in Australia. Over 150 educators attended, 90 percent of whom were women. Meetings and workshops were designed to canvass four major issues: (1) a political view of imperatives for change; (2) research reports on women's current position in government and non-government systems and schools; (3) progress reports; and (4) the design of strategies for change. Following introductory essays by Shirley Randell and Ros Kelly, the papers appear under three major headings. Under the first heading, "The Current Situation for Women in Management in Primary and Secondary Education," four papers are listed: "Women Teachers and Promotion: A Search for Some Explanations" (Shirley Sampson); "Women Principals in Australia" (Judith Chapman); "Laywomen as Principals in Catholic Secondary Schools?" (Janice Nash); and "Women in Management in Independent Schools in Australia: Is Our Past Still Ahead of Us?" (Di Fleming). Under "State Overviews," nine papers appear: "The Development of an Equal Employment Opportunity Management Plan in New South Wales" (Kerry Hyland); "Making the Invisible Visible in Victoria" (Veronica Schwarz); "Changing the Position of Women in the Primary Schools of the Victorian Education Department" (Marilyn Jamieson and Barry Sheehan); "Teaching: An Attractive Career for Women?" (Ann Scott and Eddie Clarke); "The South Australian Experience" (John Steinle); "Gender Equity Policy in the Education Department of Western Australia" (Warren Louden); "Women in Educational Management in Primary and Secondary Schools in Tasmania" (Beverly Richardson, Margaret Lonergan and Jan Edwards); "Women in Educational Management in the Northern Territory" (Lyn Powierza); and "Women in Educational Management in the Australian Capital Territory" (Barry Price). Under "Making Progress," six papers are listed: "Women in Management in Unions" (Di Foggo and Jennie George); "Women as Candidates for Educational Administration: A Second Interpretation" (Peter OBrien); "Lessons from the Affirmative Action Pilot Program" (Maureen Bickley); "Getting Past 'Shock-Horror': Stages in the Acceptance of Equal Opportunity in an Organisation" (Hester Eisenstein); "Making Progress" (Rosemary Gracanin); and "Toward the Year 2000--Reflections on the Nairobi End of the United Nations Decade for Women Forum and Conference" (Gail Radford). Included are seven appendices. (MLH)

ED 285 265 EA 019 607

Batsis, Thomas M.
Characteristics of Excellent Principals.
PUB DATE- 87
NOTE- 12p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (New Orleans, LA, April 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Business Administration; Communication Skills; Elementary Secondary Education; *Instructional Leadership; *Interpersonal Competence; *Leadership Qualities; *Principals
IDENTIFIERS- *Charisma

Recent business and education publications have stressed the excellence concept and the pivotal role of the executive. While effective business leaders are thought to possess certain characteristics, no consensus exists concerning educational leaders' roles. Although instructional leadership has received most attention in education literature, some theorists dispute this emphasis, concluding that school management functions are best left to principals and instructional leadership to teachers. This paper describes a set of five characteristics shared by effective school administrators, including (1) a sense of vision, a comprehensive perspective transcending goals and mission; (2) clearly stated expectations for staff and students; (3) effective formal and informal communication skills; (4) a high degree of presence or visibility; and (5) technical knowledge of curricula and learning processes. The paper takes issue with Education Secretary William Bennett's recommendation that elementary school principals be drawn from a variety of backgrounds. Bennett's suggestion undermines the importance of teacher-learner interactions, a foundation built from years of classroom teaching experience. The most effective leaders enter situations without preconceived notions and adapt their leadership approaches accordingly. (MLH)

ED 285 266 EA 019 608

Batsis, Thomas M.
Translating the Task: Administrators in Language Minority Schools.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; *Bilingual Education; Elementary Secondary Education; Immigrants; Job Satisfaction; *Leadership Qualities; *Multicultural Education; *Principals; School Effectiveness; Standardized Tests
IDENTIFIERS- *Crisis Management

Although arguments abound concerning school administrators' roles, there is common agreement that principals experience difficulties in prioritizing the numerous demands on their time. In addition to crisis management skills, outstanding administrators exhibit five characteristics identified in an earlier paper. The present paper focuses on effective leaders in language minority schools and is based on two assumptions: (1) principals in these schools need additional knowledge and skills and (2) these schools differ significantly from regular schools. The paper sets the background for discussing administrators in language minority schools, rather than presenting a detailed analysis of multicultural education dynamics. After briefly discussing multicultural schools and immigrant populations in the United States, the paper advocates standardized student achievement tests as the best guideline for measuring school effectiveness. The ensuing discussion is based on interviews with administrators and McCleary's characteristics of good principals. Principals interviewed shared at least five common characteristics: (1) a conflict or crisis that brought them to their present position, (2) high levels of job satisfaction, (3) high involvement and familiarity with classroom occurrences, (4) a strong mission and commitment to bilingual education, and (5) an understanding of the complex issues involved. (MLH)

ED 285 267 EA 019 610

Donaldson, Allen
Self-Study Implementation Manual.
Washington Office of the State Superintendent of Public Instruction, Olympia.
REPORT NO.- IPS-614-87
PUB DATE- Jun 87
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Instructional Improvement; *Program Evaluation; *Program Implementation; *Program Improvement; *State Legislation
IDENTIFIERS- Washington (Olympia)

In 1985, Washington State Legislature passed a law mandating that each Washington school conduct a self-study by 1990-91 and every seven years thereafter. The intent is to enhance education through school improvement. This manual illustrates a model self-study process and provides a "tool kit" of implementation aids. The first section introduces the self-study process and objectives, outlines the recommended state model, and provides a flow chart of suggested activities. The second section details self-study steps, such as establishing a steering committee and subcommittees, designing the assessment survey and data collection method, administering the survey, analyzing data, making recommendations to the steering committee, and preparing improvement plans. Two optional steps are also appended. The fourth section contains a "tool kit" consisting of sample forms, checklists, guidelines, timelines, program evaluation criteria, and other aids. Another section answers most commonly asked questions about the self-study process. The final section presents the text of Chapter 180-53 WAC, the Washington educational self-study law. (MLH)

ED 285 268 EA 019 612

Karns, Jack E.
Negligence on the Playing Field: Determining the Scope of Legal Liability. North Dakota Economic Studies, Number 42.
North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.
PUB DATE- May 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Role; *Athletes; Board of Education Policy; *Compliance (Legal); Contracts; *Court Litigation; Government School Relationship; *Injuries; Legal Responsibility; School Personnel; Secondary Education; State Standards; State Surveys; Student Rights; Student School Relationship; *Team Sports; Torts
IDENTIFIERS- *Negligence; *North Dakota

In recent years the number of lawsuits brought by injured secondary school athletes alleging negligence on the part of coaches, school officials, and referees has risen dramatically. This study analyzes the legal liability implications for administrators and others involved in school sports in North Dakota. An introductory section describes research objectives and methodology. The sports negligence claim and what constitutes a case are discussed in section 2, "Establishing the Tort Claim in Sports Cases." Section 3, "Liability for Secondary School Sports Injuries--A National Perspective," surveys national case law to demonstrate parameters of negligence liability for districts and officials. Analysis includes the employment relationship between parties to a lawsuit and examples of potentially negligent conduct. "Regulation of Secondary School Sports in North Dakota," section 4, discusses state regulatory methods. The role of the state high school activities association in competitive sports administration is detailed. The final section, "Survey Results," summarizes the study's statewide survey of public and private secondary school superintendents, head football coaches, and football officials. Questionnaires assessed litigation experience, insurance coverage, reactions to claims, preventive measures, and contractual relationships. A conclusion offers suggestions for district protection from unnecessary lawsuits. The report provides 11 tables of survey data; 7 appendices include examples of contracts and survey instruments. (CJH)

Sigmon, Scott B.
A Contrast in Schooling: The Natural Education of Emile vs. Giroux's Radical Education.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cultural Context; Educational Philosophy; Elementary Secondary Education; *Foundations of Education; Humanistic Education; Ideology; *Literary Criticism; Political Influences; *Role of Education; Social Influences; *Social Theories; Student School Relationship; *Theory Practice Relationship
IDENTIFIERS- Curriculum Theories; Emile; *Giroux (Henry); Radical Critical Theory; *Rousseau (Jean Jacques)

Jean-Jacques Rousseau's classic work "Emile" of 1762 is contrasted with Henry G. Giroux's 1981 book "Ideology Culture and the Process of Schooling." Although both Giroux and Rousseau are social critics, their notions about education and its outcome are contrary and not due to historical time alone. This comparative analysis characterizes Rousseau's "natural" education as individual, sheltered, and "bourgeois"; Giroux's "radical" education, on the other hand, emphasizes consciousness of ideology and group improvement. Another major difference is that Emile was kept historically naive. Giroux refers to Rousseau as "a radical humanist thinker in terms of his strategy-based educational position." This critique, however, agrees with Giroux's major point that curriculum, itself, is never neutral except in isolation. Rousseau's more male-oriented, individual-centered position would be appreciated by economic libertarian individuals who oppose governmental interference in education and taxation for support of public education. For the radical, pedagogy includes individual freedom and social reconstruction. The more practical approach of educating the individual within the group disavows bias against females, social class, or ethnicity. (CJH)

Stringer, William N.; Owen, John M.

Is the Music Curriculum in Dire Straits? A Project on Innovatory Approaches to Teaching and Learning in Music at the Secondary School Level in Victoria.

Victoria Ministry of Education, West Melbourne (Australia).
REPORT NO.- ISBN-0-7241-4093-X
PUB DATE- 86
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bands (Music); Course Content; Curriculum Design; *Curriculum Development; Dance; Elementary Secondary Education; Foreign Countries; Mass Media; Material Development; *Music Activities; *Music Education; Music Techniques; *Popular Culture; *Relevance (Education); Student Attitudes; Student Characteristics; Student Interests; Student Needs
IDENTIFIERS- *Australia (Victoria)

This project was commissioned to investigate ways in which schools can include the cultural activities and symbols of young people--musical interests in particular--in the design and implementation of a music curriculum. The resulting report is divided into three sections. First is a literature review that focuses on the musical interests of youth and on ways in which schools and school systems have catered to these interests. The second is devoted to a study of school programs that incorporate the music of youth to varying degrees. Seven "pen pictures" resulting from this investigation provide basic data for a synthesis of the characteristics of the programs, with particular reference to the emphasis on the music of youth and the factors that contribute to this development. The third section draws together findings from the two previous parts and sets forth a series of recommendations. These suggest further exploratory work that should be undertaken, some uses for the findings of this study in informing practitioners, ways to involve practitioners in a review of practice, and assistance for them in implementing programs that take young peoples' music seriously. (TE)

ED 285 271 EA 019 616

Nasstrom, Roy R.
A Plan for Academic Excellence: Competiton between Secondary and Post-Secondary Institutions.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the National Conference of Professors of Educational Administration (Flagstaff, AZ, August 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Educational Innovation; *Free Choice Transfer Programs; Government School Relationship; *Nontraditional Education; Open Education; Political Attitudes; Postsecondary Education; Public Support; *School Choice; Secondary Education; *State Aid; *State Legislation; *State School District Relationship; Statewide Planning; Vocational Education
IDENTIFIERS- Minnesota; *Postsecondary Enrollment Options Act (Minnesota)

The Post-Secondary Enrollment Options Act, enacted by the Minnesota State Legislature in 1985, allows 11th- and 12th-grade high school students to take courses, for credit, in colleges, junior colleges, and vocational-technical institutes despite opposition from high school authorities. Students may use credits from these courses to count toward both high school and postsecondary graduation, and state funds are apportioned according to the percentage of credit hours the student takes at each level. The primary opposition to this plan comes from the public school sector, which charges that the plan will erode state support, reduce enrollment (thereby eliminating special course offerings), and result in a loss of qualified teachers. Teacher organizations claim that the law contributes to elitism among students and that it injures them by subjecting them to "unlicensed" instructors. The Minnesota Federation of Teachers has brought a suit challenging the constitutionality of the law because it allows state aid to church-related schools. Despite opposition, the plan is supported enthusiastically by the governor and both parties in the legislature. Polls confirm its popularity with the public, and participating students are supportive. The plan will radically alter education in Minnesota, and other states are looking on it with interest as they explore various means to provide higher academic standards. (Author/TE)

ED 285 272   EA 019 617

Quinlan, Claire; And Others
Year-Round Education: Year-Round Opportunities. A Study of Year-Round Education in California.
California State Dept. of Education, Los Angeles.

REPORT NO.- ISBN-0-8011-0686-9
PUB DATE- 87
NOTE- 142p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Cost Effectiveness; Demography; Educational Change; *Educational Planning; Elementary Secondary Education; Interviews; *Program Design; *Program Effectiveness; School Attitudes; School Community Relationship; Student School Relationship; Surveys; Track System (Education); *Year Round Schools
IDENTIFIERS- *California; California Assessment Program

An increase in the number of schools adopting year-round programs prompted this analysis of all year-round education programs in California. Chapter 1, "Introduction to the Study," outlines study organization and calendar scheduling plans. "Design of the Study," chapter 2, describes data obtained from interviews, surveys, databases, site visits, and California Assessment Program files. Chapter 3, "Academic Achievement in Year-round Schools," interprets achievement data. Compared to traditional schools, year-round schools most frequently serve lower socioeconomic communities and have twice as many limited and non-English-speaking students and a larger percentage of minority students. Many schools are not achieving at predicted levels, though single-track schools have the strongest performance. Chapter 4, "Cost Analysis," reveals that increased per-pupil costs compare with those of traditional programs. "Characteristics of the Year-round Education Program," chapter 5, discusses operations and survey results. Teachers experienced better quality instruction and preferred teaching year-round. Students had mixed feelings about school scheduling. Parents' overall satisfaction was positive. The final chapter, "Conclusions and Recommendations," indicates that year-round education is an acceptable alternative. Overcrowding is relieved, new school construction is avoided, and flexible curriculum planning and extended teacher employment are offered. Recommendations are provided to districts and state agencies. Twenty-one tables and 13 figures exhibit data findings; 5 appendices provide survey instruments. (CJH)

ED 285 273 EA 019 621

Frymier, Jack
State Legislated Curriculum: Why Be Concerned?
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Centralization; *Decentralization; Elementary Secondary Education; *Federal Legislation; *Federal Regulation; *Federal State Relationship; State Boards of Education; *State Legislation
IDENTIFIERS- *Bennett (William J)

According to this paper, educators are underwhelmed with the rhetoric characterizing federal officials' pronouncements about schooling. Education Secretary William Bennett is assailed for goading state legislatures into educational improvement efforts while downplaying federal responsibility in this area. This speech expresses serious reservations about state control and responsibility for education and examines three factors influencing earlier federal involvement: (1) Congressional action to broaden curricular opportunities beyond those provided by state or local anthorities; (2) judicial and executive action to assure personal access to education; and (3) the reluctance, historically, of many states to apportion their legislatures fairly. During the past five years, a dramatic consolidation of authority has occurred at the state level for two reasons: federal devolution and increased state legislation and mandates adopted by state boards of education. States have taken control back from local boards. From a federal perspective, increased state control means decentralization of authority; from a practitioner's perspective, such control means centralization of authority. Federal control is preferable because federal curriculum legislation is usually optional and impermanent. In contrast, state laws are mandatory and do not come up for periodic review. State controls are also more oppressive and pervasive, as seen in some examples from Georgia and Texas laws. (MLH)

ED 285 274 EA 019 622

Thomas, Rudy
Clinton County School District "Learning Management System" Dropout Prevention Program.
Clinton County School District, Albany, KY.
PUB DATE- Jun 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Teaching; *Dropout Prevention; Elementary Secondary Education; *Low Income Counties; Parent Participation; *Participative Decision Making; *Potential Dropouts; Poverty Areas; *Remedial Programs; School Community Relationship; *Student Needs
IDENTIFIERS- *Clinton County School District KY

To provide potential dropouts with increased opportunities for academic and social success and ensure school and community involvement, the Clinton County School District (Kentucky) has developed a comprehensive dropout prevention program emphasizing the assessment of student needs. This paper describes the program's purpose, target groups, community background, operational plan, evaluation process, and support system. The program will prioritize and correlate suggested remediations, training, and therapy used with students and report students' progress to parents through an indepth Learning-Management System and readable computer printouts. The program will include all students, handicapped, and other individuals and groups traditionally underrepresented in earlier programs. The target population is a county with nearly 40 percent of its population living in poverty. A primary aim is for teachers and administrators to deal with adolescents "where they are" and motivate them toward active and responsible learning. To implement the plan, the district will purchase a microcomputer software system and engage community groups and the schools in providing funding, gift certificates, treats, and prizes. The program will be evaluated according to the numbers of students served and measured against state standards for effective schools. The program will not succeed without devising alternatives to existing school regulations and obtaining teacher participation in the planning process and community support. (MLH)

ED 285 275 EA 019 623

Reckinger, Nancy R.
Joining Hands: Using Learning and Teaching Styles.
PUB DATE- 80
NOTE- 33p.; Speech presented at Alternative Schools Conference (Bloomington, IN, June 29, 1980).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Educational Environment; Elementary Secondary Education; *Humanistic Education; Learning Modalities; *Learning Processes; Nontraditional Education; *Psychoeducational Methods; Role of Education; Student Characteristics; Teacher Characteristics; Teacher Education; Teacher Qualifications; *Teaching Methods; *Teaching Styles
IDENTIFIERS- Myers Briggs Type Indicator

This speech presents a case for "joining hands" as the educational theme of the 1980s. In "joining hands" with their students, schools need to abandon assembly-line models of instruction in order to adopt learning and teaching styles that nurture students' inner potential and provide for individual differences of both teachers and students. Hence, the speech argues that teachers should combine the roles of "farmer" in attending to optimum conditions for students' physical and mental development, and "artist" in recognizing and respecting their natural talents. A list is provided of over 50 learning style variables, classified as environmental, physical, sociological, psychological, and mental. The rest of the speech provides advice for teachers in learning to adjust their teaching styles to fit varied classroom needs and various types of students. Teaching styles are categorized according to the four basic personality types of students (based on the Myers-Briggs indicators): SJ (sensing-judging), SP (sensing-perceiving), NT (intuitive-thinking) and NF (intuitive-feeling). Advice is then provided, along with a chart, on aspects of educational environment that can or cannot be varied to accommodate different learning styles. The author presents a point-by-point comparison of "alternative" (humanistic) teachers with traditional teachers and concludes with an appeal for an instructional model that calls for teaching people according to the way they learn and simultaneously recognizing that teachers, like students, vary in style and personality. (TE)

ED 285 276 EA 019 624

Willis, David B.
Value Orientation Among International School Students.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Ethnocentrism; *Foreign Students; International Education; Peer Influence; *School Demography; Social Influences; *Social Integration; Socialization; Sociocultural Patterns; *Student Attitudes; *Student Characteristics; *Student Subcultures; Values
IDENTIFIERS- Columbia Academy (Japan); *International Schools; Japan

This case study of 215 high school students in Columbia Academy, an international school in Kobe, Japan, was conducted from 1980 to 1985 to examine the values students hold in relation to their demographic characteristics. The study, written by a faculty member of this school who also served on the Educational Policy Committee of the Board of Trustees, used a combination of personal field experience, survey questionnaires, observations, interviews, primary historical documents, student publications, school records, and statistical analyses to assess the interwoven complexity and diversity of the multicultural milieu of this school. The first section is a review of the literature on the cultural characteristics of international school students. Issue is taken with the prevailing view that such students are basically alienated. It is suggested, rather, that international schools provide such students with an opportunity to forge a collective identity as world citizens, based on the socialization process at the school. The second section provides preliminary research results for the students at Columbia Academy, based on the Rokeach Value Survey. Resulting findings establish certain descriptive parameters for the international school student. Results show little or no correlation between nationality and basic goals in life, though statistical correlations were found between nationality and religion on questions of equality and responsibility in marriage. The survey showed overall that peer relationships play a more important role in socialization in a multicultural setting than do as nationality. (TE)

ED 285 277 EA 019 625

Estler, Suzanne E.
Gender Differences in the Perception of Administrative Role Demands.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Competence; Elementary Secondary Education; *Females; *Leadership Styles; *Principals; *Sex Differences; *Superintendents
IDENTIFIERS- *Maine

Efforts to understand the relationship between gender and school administration have usually focused on explaining the limited numbers of women administrators. Explanations of leadership style differences have stressed sex-role socialization theory, though some researchers suggest that the structure of power, opportunity, and social proportions in organizations strongly influence individual behavior. In the latter view, women are negatively affected by the structural niche they occupy. Other writers suggest that biological and societal forces contribute to gender differences in moral development and interpretations of life experience. If so, there may be differences in the relative importance female and male administrators ascribe to various competencies demanded by their jobs. Also, the general pattern of these differences would remain consistent across roles. Data for this study were gathered through the Maine School Administrator Competency Survey which was sent to all school administrators in the state in 1986. The response rate was 61 percent of all school principals and 66 percent of all superintendents (100 percent of female secondary principals and superintendents responded). This study explores differences and similarities in how women and men administrators view the competency demands of their jobs. The results are summarized in three tables. While most differences were statistically insignificant, women demonstrated higher perceived competency demands across administrative roles. Also, women scored significantly higher on people-related and cognitive competencies and attributes, while the few areas in which men were higher are related to "things" and conflict (facilities management, computer usage, and collective bargaining). Included are six references. (MLH)

Hodgson, Frank M.
How to Create an Educational Foundation in Your School District: A Handbook for Public and Private Schools Administrators for Developing and Operating a Non-Profit Education Foundation.
Clarksville-Montgomery County Education Foundation, Clarksville, TN.
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; *Community Involvement; Educational Finance; Educational Innovation; *Educational Planning; Elementary Secondary Education; Legal Responsibility; Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; Private Schools; Program Costs; *Program Development; Public Schools; School Districts; *School Support

This handbook provides public and private school administrators with guidelines for developing a nonprofit educational foundation. Following an introduction, a statement of rationale describes fundamental approaches and activities. The foundation's primary purpose is aiding schools with additional funding and community service support. Section 2 presents a suggested statement of mission. Ways the foundation benefits a local school district are discussed in section 3, including the following: provides new sources of funding; increases community involvement in fundraising and schooling; helps with fund investments; and provides a new form of political independence. Section 4 recommends goals that emphasize methods of developing public education through improvement strategies and community participation. Short and long-term foundation activities are proposed in section 5. Funds are used for such purposes as grants to teachers and projects, scholarships, sabbaticals, and staff development. Section 6 reviews legal issues involving incorporation as a nonprofit organization. Section 7 suggests sources for initial funding. Local sources include corporate aid projects and endowments. Names and addresses of state and national foundations offering grants to school districts are provided. Do's and don'ts for a new foundation considered in section 8 cover funding operations, legal areas, and scope. Examples of a nonprofit educational foundation bylaws and of a charter for an educational foundation (using Tennessee code statutes) conclude the document. A 50-item bibliography is appended. (CJH)

Purcell, Larry O.
Principal's Role in Staff Development.
PUB DATE- Aug 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Organization; Elementary Secondary Education; *Inservice Education; Leadership; *Principals; Resource Allocation; *Staff Development; Teacher Evaluation
IDENTIFIERS- *Administrator Behavior

Research indicates that one critical factor in successful and continuous staff development is consistently strong leadership and support. Leaders need to provide clarity, establish time lines, and keep an end product in sight. Specific administrative tasks include obtaining board support for the inservice education program, securing the needed resources, and promoting the inservice education concept to staff. Drawing on recent studies, this paper summarizes the importance of the principal's support for staff development as an agent for school level change. Principals who understand and participate in staff development activities gain credibility and visibility with staff and parents alike. To be educational leaders, principals must understand teaching methods as well as subject matter taught. According to many studies, the principal serves as head of the school's staff development program, sanctioning teachers' activities by controlling internal resources and rewards and limiting or expanding teachers' access to outside resources. The principal also evaluates teachers' performance and sets norms of collegiality. A principal's attitudes can either make or break an inservice program. A positive school climate should be developed before staff development efforts are made, and improvement goals should be written collaboratively by teachers and principals. A supportive climate is largely influenced by the chief administrator's behavior. Included are 34 references. (MLH)

ED 285 280 EA 019 629

Miller, Frank L.
Dropout Prevention Initiative. Workplan.
Taylor County Schools, Grafton, WV.
PUB DATE- Sep 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *High Risk Students; Information Systems; *Information Utilization; Long Range Planning; Needs Assessment; *Potential Dropouts; *Program Development; Program Implementation; Student Needs; Student School Relationship

This report presents nine steps, followed by work plans, for administrators when implementing a dropout prevention initiative. These nine steps are: (1) conduct a needs assessment to establish a database that identifies students who leave school early; (2) draft descriptors that identify elementary students who are at risk of dropping out later; (3) track and regularly evaluate identified high-risk students to provide a continuity of services as the students change schools; (4) develop an interagency referral system to provide outside services to potential dropouts; (5) develop a program for guidance and educational activities that directly involve needs of potential dropouts; (6) provide an alternative learning program for returning or potential dropouts; (7) provide a re-entry orientation program for returning dropouts; (8) provide training and development to task force members to increase sensitivity to needs of potential dropouts; and (9) inform all students about the effects of leaving school early and encourage effective student decision making. (CJH)

ED 285 281 EA 019 630

Blair, Billie Goode
The Evolution of a Forecasting Model and the Utility for Planning in a Large Metropolitan School District.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Rate; Declining Enrollment; *Educational Planning; Elementary Secondary Education; *Enrollment Trends; *Measurement Techniques; *Prediction; *School Demography; Socioeconomic Influences; *Urban Schools
IDENTIFIERS- Accuracy; Error Analysis (Statistics); *Predictive Models; *San Diego Unified School District CA

For several decades, school districts have attempted to anticipate and plan for enrollment fluctuations within 5- and 10-year periods. From a variety of humanistic, educational, and budgeting perspectives, total district and school-by-school forecasts and forecasting models must be as accurate as possible. This paper reviews nine historical forecasting techniques, summarizes their major weaknesses, and identifies three modern methods applicable to school districts: the cohort-survival, percentage-survival, and graphic technique methods. Then the enrollment forecasting procedures at San Diego Unified School District (California) are discussed, including an unacceptable error rate for three forecasting years (1978-79, 1979-80, and 1980-81). Unpopular school closures and state-mandated school integration sparked efforts to combine forecasting techniques and information to produce more accurate forecasts. The present models are more precise. The total district forecast for 1982 had an error rate of 34; for 1983, the error rate was 1.9. Increased accuracy is also assured by the adjustment steps instituted for school-by-school enrollments. Planning procedures have been refined. The paper notes four model development considerations and advises districts to supplement formal forecasting methods with informal ones. (MLH)

ED 285 282 EA 019 631

Funk, Carole

The Female Executive in School Administration: Profiles, Pluses, and Problems.

PUB DATE- May 86

NOTE- 17p.; Paper presented at the Annual Conference on Women and Work (3rd, Arlington, TX, May 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrators; Aspiration; *Career Planning; Elementary Secondary Education; *Females; Job Satisfaction; Mentors; Public Schools; *Role Models; *School Administration; *Sex Discrimination; Women Faculty

IDENTIFIERS- *Texas

In a field dominated almost exclusively by men, successful women administrators in public schools can provide a rich source of information concerning the advantages and disadvantages of being a "female executive." After briefly discussing well-documented internal and external barriers to women's administrative career aspirations, this paper describes a study of 66 female public school executives in the Texas Metroplex area. Age range was 33 to 63 years, with the largest percentage (57 percent) between 40 and 49. Nearly half were school principals. A semi-structural interview was designed to include 12 questions concerning respondents' skills and characteristics, leadership styles, career aspirations, mentoring opportunities, job satisfaction, problems and pluses attributable to gender, training programs, and advice to aspiring administrators. From the results, a number of generalizations can be made. The typical female administrator taught for 8-10 years, has held an administrative position for less than 10 years, works between 50 and 60 hours weekly, does not aspire to be a superintendent, had a mentor at some time, did not plan an administrative or any other long-term career, and prefers a situational leadership style. Pluses included sensitivity to others' needs, serving as role models for other women, and being well-organized and intuitive on the job. Common problems included difficulty in gaining male respect and acceptance, no entry to the male network, lack of "authority" and trust (from female employees), and employment discrimination. (MLH)

Funk, Carole
Female Managers in Business and Education: Sacrifices, Stressors, and Support Systems.
PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual Conference on Women and Work (4th, Arlington, TX, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Business Administration; *Coping; Elementary Secondary Education; *Females; Interpersonal Competence; *Stress Management; Stress Variables; *Time Management

Women who occupy the managerial ranks in today's world lead busy, often frustrating lives. In this study, 75 female managers in business and education were interviewed to determine their feelings about their careers, their major sources of stress, their sacrifices when entering management, the barriers they faced, and how they cope with their problems. The results led to seven conclusions. First, major stressors are lack of time, deadlines, personnel problems, and family responsibilities. Exercise, "sounding boards," and hired help for household duties reduce stress for these women. Second, sacrificing time for self and family appears to be a major problem for female managers, who need practice at managing time and prioritizing responsibilities to secure enough personal time. Third, since managerial women face sex barriers, early training for both girls and boys is needed to reduce negative stereotyping; more female executive role models will also help. Fourth, women should learn to be team players at an early age and to cooperate, collaborate, and enjoy other females' success. Female managers need specific training to cope with "horizontal violence" in female employer-employee relationships. Fifth, developing support systems and obtaining the confidence and "thrust" of sponsors and mentors is important for entering and advancing in management. Sixth, families are important support groups for managerial women. Last, career planning is desperately needed for women, considering the large number of females who would choose a different career or start earlier if given a second chance. Home and school socialization agents are vital. (MLH)

ED 285 284 EA 019 633

Gaddy, C. Stephen
Resources for Improving Principal Effectiveness. Annotated Bibliography of Packaged Training Programs.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- SEIL-07-001
PUB DATE- 87
NOTE- 96p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Qualifications; Annotated Bibliographies; Educational Administration; Elementary Secondary Education; *Leadership Training; *Management Development; *Principals; *Resource Materials
IDENTIFIERS- *Commercially Prepared Materials

This annotated bibliography of commercially prepared training materials for management and leadership development programs offers 10 topical sections of references applicable to school principal training. Entries were selected by using the following criteria: (1) programs dealing too specifically with management in sales, manufacturing, finance, etc., are omitted, while only those designed for training private sector managers are included; (2) only "packaged programs," i.e., programs developed by commercial training or management consultants and made available to a broad market, are included; (3) only "stand-alone" programs, i.e., those that do not require a vendor-supplied trainer, are included; and (4) a maximum cost limit was arbitrarily set at $5,000. The 12 skills identified by the National Association of Secondary School Principals (NASSP) for assessing principal effectiveness served as a basis for categorizing the 49 entries under the following headings: judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, personal motivation, and general. Information for each entry covers program title, vendor, price, topics, format, materials, methods, and references. An index of programs and an appendix of NASSP skills for assessment conclude the guide. (CJH)

ED 285 285 EA 019 635

Public School Enrollment and Staff, 1986-87: Early Tabulations, Education Data Tabulations.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 9p.; Tables may reproduce poorly, due to small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Enrollment; Guidance Personnel; Nongraded Instructional Grouping; Preschool Education; *Public Schools; Resource Staff; *School Personnel; *School Statistics; Teacher Aides; *Teacher Distribution; *Teacher Student Ratio

This statistical report presents three tables of preliminary data on national public school enrollment and staff for the 1986-87 school year. Counts of students, teachers, staff, and student/teacher ratios are set forth for each state, the District of Columbia and the nation as a whole. For eight states not submitting information by May 15, 1987, 1985-86 data were incorporated in the national totals. Student enrollment is broken down from prekindergarten through grade 12 and offers counts for an "ungraded" student designation. Numbers and percentages are tabulated for instructional staff (teachers and instructional aides) and for support staff (guidance counselors/directors and "other"). Final data, which include the number of high school graduates, are available August 30, 1987. The report derives the following observations: (1) The student-teacher ratio ranges from a low of 13.7 for Connecticut to a high of 23.4 for Utah; (2) total public school enrollment is approximately 39.7 million students; and (3) nationally, teachers account for a little over half, 56.8 percent, of the total staff of public schools. (CJH)

ED 285 286 EA 019 636

Finances of Public School Systems in 1984-85.
Bureau of the Census (DOC), Suitland, Md.
REPORT NO.- GF85-No-10
PUB DATE- Feb 87
NOTE- 74p.; For the 1983-84 report, see ED 272 983.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 003-024-06249-6; $3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditures; Higher Education; *Income; National Surveys; *Public Education; Resource Allocation; School Districts; *School Statistics; School Support; State Federal Aid; Tables (Data)
IDENTIFIERS- Debt

This report provides statistics collected by the U.S. Census Bureau for the 1984-85 fiscal year on the revenue, expenditure, debt and financial assets of public school systems, including some local institutions of higher education, in the United States as a whole, in each state, and in individual school systems having enrollments of 15,000 or more. The introductory section describes the scope of the Census Bureau's school finance data collection activities, major findings of the 1984-85 survey, and sources and limitations of data. Tables 1 and 2 display national totals of public school financial data. Statewide aggregates for general revenue and general expenditure with corresponding percent distributions appear in tables 3 through 6. Table 7 presents state totals for indebtedness and cash and security holdings. Tables 8 and 9 contain financial statistics for public school systems with enrollments greater than 15,000. Among the general findings of the survey were that revenues increased by 8.9 percent and expenditures by 9.1 percent over the previous year. Public school systems spent about 62 percent of their general expenditure on salaries and wages, an increase of 8.8 percent from fiscal year 1983-84. School construction outlays increased over the previous year in 40 of the 50 states. Definitions of selected terms are supplied. (MLF)

ED 285 287 EA 019 637

Liontos, Demetri
Collaborative Bargaining in Schools: Case Studies and Recommendations.
Oregon School Study Council, Eugene.
PUB DATE- Sep 87
NOTE- 32p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; add $1.50 for shipping and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *Collective Bargaining; *Cooperative Planning; Educational Cooperation; Elementary Secondary Education; *Employer Employee Relationship; Intergroup Relations; Interprofessional Relationship; *Labor Relations; Morale; *Participative Decision Making; Superintendents; Unions
IDENTIFIERS- *Collaborative Bargaining

Adversarial collective bargaining often leads to lingering resentments. Collaborative bargaining, conversely, is a problem-solving approach to contract negotiations based on common interests and mutual respect. Recognizing the interrelationship between trust at schools and trust at the bargaining table, a growing number of school districts are seeking alternatives to the typical adversarial bargaining methods. This bulletin, by looking closely at the collaborative bargaining approaches used in two Oregon school districts, attempts to outline procedures a district and union can follow toward the adoption of a collaborative model. Interviewees included the superintendents of the West Linn School District and the Oregon City School District and the director of the State of Oregon Conciliation Services. All agreed that to facilitate fruitful negotiation, both sides must adopt the goal for everyone to win, not for one party to win and the other to lose. Recommendations covering before, during, and after bargaining are made to administrators and teachers who wish to incorporate aspects of the collaborative approach in their collective bargaining. Ten references and a list of persons interviewed are included. (MLF)

ED 285 288 EA 019 644

Collison, Sidney B., Comp.; Spartz, James L., Comp.
Education Consolidation and Improvement Act Chapter 2: Evaluation Report, 1984-85.
Delaware State Dept. of Public Instruction, Dover.
REPORT NO.- DOC-95-01/86/03/01
PUB DATE- Feb 86
NOTE- 74p.; For 1985-86 report, see EA 019 645.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; Equalization Aid; Expenditures; Federal Legislation; Financial Support; Program Administration; *Program Evaluation; School District Spending; *State Federal Aid; *State Programs; State School District Relationship; Surveys
IDENTIFIERS- *Delaware; *Education Consolidation Improvement Act Chapter 1

This annual report, prepared by a Delaware State Advisory Committee in response to federal requirements, evaluates programs assisted under Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) during the 1984-85 school year. The first of five sections provides a financial overview of programs supported during this time and compares the proposed budget submitted to the U.S. Department of Education with actual expenditures or allocations made during the year. Section 2 identifies state "set-aside" funds allocated to special projects, as recommended by the State Advisory Committee, and describes activities of the Department of Public Instruction supported by Chapter 2 funds. Section 3 provides a summary, by school district, of program operation and management within each of Delaware's participating school districts. Section 4 provides a summary of the use of funds in each of the districts and then focuses on the programs operated by a sample of three districts in the state. Section 5 lists members of the State Advisory Committee, their comments regarding program operation and effectiveness, and their comments on the report itself. (TE)

ED 285 289 EA 019 645

Collison, Sidney B., Comp.; Spartz, James L., Comp.
Education Consolidation and Improvement Act Chapter 2: Evaluation Report, 1985-86.
Delaware State Dept. of Public Instruction, Dover.
REPORT NO.- DOC-95-01/87/05/07
PUB DATE- Feb 87
NOTE- 64p.; For previous edition, see EA 019 644.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education;

Equalization Aid; Expenditures; Federal Legislation; Financial Support; Program Administration; *Program Evaluation; School District Spending; *State Federal Aid; *State Programs; State School District Relationship; Surveys
IDENTIFIERS- *Delaware; Education Consolidation Improvement Act Chapter 1

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ED 285 290 EA 019 646

State Policy and Guidelines for Selecting Textbooks and Other Instructional Materials.

Delaware State Dept. of Public Instruction, Dover.

REPORT NO.- DOC-95-01/86/12/09
PUB DATE- 26 Feb 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Controversial Issues (Course Content); Elementary Secondary Education; Guidelines; *Instructional Material Evaluation; Readability; State Curriculum Guides; *State Standards; Textbook Bias; Textbook Content; *Textbook Evaluation; *Textbook Selection; *Textbook Standards
IDENTIFIERS- *Delaware

In compliance with Title 14, Section 12 of the Delaware Code, this document sets forth statewide policies and guidelines developed by the Delaware State Board of Education for selecting textbooks and other educational materials. After a brief introduction and a policy statement, recommendations are provided to local school districts for establishing textbook selection procedures. This is followed by general advice on selecting textbooks and other materials, definition of terms, and general characteristics required for accountability. The main body of the document lists specific selection criteria under five general categories: (1) coverage/content, (2) instructional approach, (3) utility, (4) evaluation/validity, and (5) special considerations. An appraisal format is provided for evaluating instructional materials, along with guidance on controversial materials and basic principles for minimizing biases. Appended are (1) a sample district-level textbook selection and examination policy with accompanying evaluation forms, and (2) an outline of general principles, responsibilities, and procedures for selection of textbooks and instructional resources. (TE)

ED 285 291 EA 019 647

Popper, Samuel H.
Pathways to the Humanities in Educational Administration.
University Council for Educational Administration, Tempe, AZ.
PUB DATE- 87
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Principles; *Administrator Education; Art History; Culture; *Educational Administration; Higher Education; History; *Humanities Instruction; *Interdisciplinary Approach; Leadership; Liberal Arts; Literary Criticism; Literature Appreciation; Mythology; Organizational Communication; Philosophy
IDENTIFIERS- Anouilh (Jean); Barnard (Chester); Dante (Alighieri); Jefferson (Thomas); Sophocles; University Council for Educational Administration; Zeitgeist

Based on the author's own experience as a professor of educational administration, this monograph is an argument for establishing a link between the humanities and instruction in school administration. Part I discusses the instrumental value of the humanities in administrative preparation and recounts the limitations of past attempts by the University Council for Educational Administration (UCEA) to incorporate the humanities. Part II is a discourse entitled "Chester Barnard's Conception of Authority Considered in the Context of Sophocles' 'Antigone' as adapted by Jean Anouilh." Part III is entitled "Dante's 'De Monarchia': An Early Italian Renaissance Backdrop for Thinking about Thomas Jefferson's 'Wall of Separation' Metaphor." Part IV discusses art and artists in their role as imagemakers of a zeitgeist and concludes by emphasizing the importance of cultural sensitivity in institutional leadership. The final part, entitled "Clio's Footprints in the Textbook Literature of Educational Administration," discusses the significance of historiography for understanding thematic trends in the development of textbooks on educational administration. An extensive bibliography is included. (TE)

ED 285 292 EA 019 649

Lutz, Frank W.; Maddirala, James S.
State Mandated Testing in Texas: The Teacher Response. Monograph No. 4.
East Texas State Univ., Commerce. Center for Policy Studies and Research in Elementary and Secondary Education.
PUB DATE- Jul 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Educational Policy; Elementary Secondary Education; Interviews; Minimum Competency Testing; *Professional Autonomy; Public Schools; Public School Teachers; *School Effectiveness; *State Programs; State School District Relationship; Teacher Burnout; Teacher Effectiveness; *Teacher Response; Teacher Student Relationship; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- *Mandated Tests; Teaching to the Test; *Texas

This study investigates the responses of teachers in Texas to a state-mandated pupil testing program. Based on literature reviewed, it was expected that effects of the mandated tests would relate to teacher burnout and account for differences in teachers' feelings of control over curricular, teaching, and professional decisions. The responses of approximately 797 randomly selected teachers were collected by questionnaire, telephone interviews, and written comments. Data analysis supports the following findings: (1) very little teacher burnout is attributable to state mandated tests; (2) teachers cope with mandated tests by "teaching to the test"; (3) inability to cope with mandated testing negatively affects teachers' sense of control over their professional lives; and (4) most teachers feel that the educational system is under pressure to obtain high test scores, and, consequently, unfair comparisons are made. Teachers believe they are being unjustly evaluated by their pupils' test scores. Study recommendations include the following: (1) reporting the ranking of school districts should be abandoned; (2) testing minority and disadvantaged students should involve careful consideration and teacher participation; and (3) test scores should be a means to improve teaching and learning. Educators are not totally opposed to mandated testing, but the possibility of misuse has created an anxiety that nearly every teacher expressed in the investigation. If test scores are used to diagnose problems and to assist learning, teaching effectiveness will improve and anxiety will decrease. Nineteen references and nine appendices of data are included. (CJH)

ED 285 293 EA 019 657

Richardson, Donald M.
Improving Elementary School Students' Bus Behavior through a Driver and Student Training Program.
PUB DATE- 86
NOTE- 139p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Problems; Change Strategies; Discipline; *Driver Education; Elementary Education; Participation; Problem Solving; Program Development; Program Effectiveness; *Safety Education; *School Buses; School Surveys; *Student Improvement; Student Responsibility; Student School Relationship; Teacher Student Relationship; *Training Methods
IDENTIFIERS- *Bus Drivers

This practicum report analyzes a driver and student training program developed at an elementary school to improve students' bus conduct. Seventy percent of students require transportation by school bus. Except for chronic bus misconduct, discipline has not been a school concern. It was hypothesized that the lack of a comprehensive program addressing conduct improvement primarily accounted for the problem. This was supported by studies showing improvement with classroom student training. The practicum's goals were as follows: (1) to reduce the number of bus misconduct referrals from the previous year; (2) to increase bus driver utilization of effective strategies in behavior management and bus patrol; and (3) to develop student awareness (in grades 4-6) of the link between bus conduct and safety. The school implemented training programs for drivers and for students during classroom sessions with teachers. Results, which were evaluated by referral records and surveys of drivers and students, include the following: (1) bus referrals decreased, depending on infraction, by 50 percent to 61 percent--a substantial improvement in student behavior; (2) the majority of drivers surveyed correctly identified the effective strategies discussed in training; and (3) 80 percent of students correctly identified ridership responsibilities. Teachers, who valued including the training in classrooms, planned on continuation. Conduct improvement is attributed to participants' sense of involvement in the solution process. The report concludes with recommendations for elementary schools and with further program plans. Appendices provide survey instruments and an implementation calendar. (CJH)

ED 285 294 EC 192 776

Hepner, Paula J.; Kaufman, Judith
Chapter 53 Early Screening for Handicapped or Gifted: Is It Working?
Public Education Association, New York, N.Y.
SPONS. AGENCY- New York Community Trust, N.Y.
PUB DATE- 85
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Gifted; Grade 1; *Handicap Identification; Kindergarten; Primary Education; *Program Effectiveness; School Districts; *Screening Tests; *Talent Identification
IDENTIFIERS- *New York (New York)

The study examines the effectiveness of the New York City mandated (Chapter 53 of the Laws of 1980) screening program to identify handicapped and gifted students entering kindergarten or first grade. Noted are the law's assumptions: (1) that it is possible to determine giftedness or handicapping conditions at ages 5 and 6; (2) that it is possible to detect either category from a single test; and (3) that local districts, without state funding, will commit their limited resources to following up screening results with special programs. To test these assumptions, programs in nine representative school districts in the city were examined through review of records and onsite interviews. Results are reported in terms of the difficulties in implementing the following legal requirements: supplying appropriately trained and qualified personnel; screening in a fair and unbiased manner; meeting the required deadline; obtaining the necessary physical examinations; using specific tests; writing reports of the screening results and referrals; and notifying parents and maintaining confidentiality of records. The evaluation concludes that the program is worthwhile despite problems in the areas of delays in obtaining results and the lack of meaningful programs in kindergarten and first grade for children identified through the process. Appendices contain interview, screening test, city reporting, and screening results forms; a copy of the report required by the State of New York; and copies of the screening letters sent to parents. (DB)

ED 285 295 EC 200 232

Hooshyar, Nahid T.
Functional Analysis of Language Interactions between Down Syndrome Children and Their Mothers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 86
NOTE- 16p.; For related document, see EC 200 234. Paper presented at the Conference of the American Association on Mental Deficiency (110th, Denver, CO, May 25-27, 1986).
GRANT- 8402115
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Communication Skills; *Downs Syndrome; Expressive Language; Language Enrichment; Mothers; *Oral Language; *Parent Child Relationship; Speech Skills; *Verbal Development; Young Children
IDENTIFIERS- Mean Length of Utterance

A 20-minute videotape sample was obtained of the language interactions between 20 Down syndrome children (ages 38 to 107 months) and their mothers during informal playtime. Linguistic utterances of mothers and children were coded according to the following language categories: query, declarative, imperative, performative, feedback, imitation, self-repetition, and miscellaneous. To examine the influence of children's linguistic competence on the mothers' usage of different language parameters, children were divided into two groups: those with low levels of mean length of utterance (MLU), and those with higher levels of MLU. Analysis of mother-child interactions showed that, overall, more queries and more total utterances were directed toward low MLU children, whereas imitation strategy was employed more often with high MLU children. However, mothers' MLU did not differ significantly between the two groups; in other words, regardless of the children's linguistic competence, they were exposed to similar maternal speech. Thus, mothers of low MLU children were not necessarily providing inadequate verbal stimulation or insufficient response opportunities. Several figures are included. (JW)

ED 285 296 EC 200 233

Hooshyar, Nahid T.
Home Environment of Handicapped Children.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 25p.
GRANT- G008402115
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Child Development; *Downs Syndrome; *Family Environment; *Family Influence; *Language Handicaps; Mothers; Normalization (Handicapped); Young Children

The study examined the interaction between the developmental condition of nonhandicapped and handicapped children and the psychosocial climate of the home. Mothers of 34 nonhandicapped, 22 Down syndrome, and 18 language impaired children (mean ages 3.5 years) participated in a study which used the Family Environment Scale (FES) to evaluate the psychosocial climate of the home, the Vineland Adaptive Behavior Scale to assess developmental status of the child, and collected related demographic and background information. Among reported results was that neither handicapping condition nor sex of the child affected the personal growth dimension of the FES, a measure of the extent to which the family environment fosters high receptive communication skills and outside experiences for the child. However, handicapping condition did affect the autonomy/control dimension of the FES in that families with nonhandicapped children scored higher on this dimension. A positive score on the autonomy/control dimension indicates a home climate which fosters independence, openness, and expressiveness. Additional results are discussed in the context of the general conclusion that certain aspects of the home environment do seem influenced by the handicapping condition of the child, but that this influence is neither clearcut nor simple. (JW)

ED 285 297 EC 200 234

Hooshyar, Nahid T.

Relationship between Maternal Language Parameters and the Child's Language Competency and Developmental Condition.

PUB DATE- 85
NOTE- 27p.; For related document, see EC 200 232.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Child Language; Communication Skills; *Downs Syndrome; Expressive Language; *Language Handicaps; Mothers; *Oral Language; *Parent Child Relationship; Verbal Communication; Young Children
IDENTIFIERS- Mean Length of Utterance

Maternal language directed to 21 nonhandicapped, 21 Down syndrome, and 19 language impaired preschool children was examined. The three groups (all Caucasian and middle-class) were matched in mean length of utterance (MLU) and in developmental skills as measured on the Vineland Adaptive Behavior Scale. Mother-child language interaction was videotaped for 20 minutes during free play at home. A system of coding the function of language was developed and the videotaped transcripts were coded according to this system. Four distinct types of mother-child directed speech emerged from coding the data: (1) utterances not significantly influenced either by the child's developmental condition or MLU; (2) utterances significantly influenced only by the child's MLU; (3) utterances significantly influenced by the child's developmental condition; and (4) utterances significantly influenced by both developmental condition and MLU. Furthermore, no significant difference in the child-directed speech was found between mothers of nonhandicapped and language impaired children. (Author)

Hooshyar, Nahid T.

Coping Strategies and Adaptation of Mothers of Children with Handicapping Conditions.

PUB DATE- Jan 86

NOTE- 18p.; Paper presented at a Conference of the Institute for Child and Family (Lubbock, TX, January 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Community Resources; *Coping; *Downs Syndrome; Infants; Information Sources; Interviews; *Mother Attitudes; Mothers; *Parent Child Relationship; Parent Education; Social Support Groups; Young Children

Mothers' coping mechanisms and adaptations to having a handicapped child were analyzed through extensive structured interviews with mothers of eight preschool-aged Down syndrome children and a language impaired child. Three illustrative case studies are presented, and general conclusions are drawn. Mothers of Down syndrome children go through the initial stage of denial, disbelief, and grief upon learning that their newborn infant is not normal. But, in retrospect, they feel that the shock could have been less traumatic had physicians and hospital staff handled the situation more positively and with a greater store of information concerning community resources. Other factors contributing to positive coping on the part of new parents include extent of parental knowledge, a supportive social network of family and friends, and community resources. In general, mothers' adaptation to the child's handicapping condition depends on the past history of interaction between mother and child (before diagnosis as handicapped), mothers' reaction to the handicapping label, extent and quality of knowledge of intervention and rehabilitation programs, and the child's personal characteristics (e.g., physical appearance, level of responsiveness to stimulation). (JW)

Pfaff, Valerie Kalsbeck
Music Therapy in the Interdisciplinary Care of Children with Cancer.
PUB DATE- Jun 86
NOTE- 10p.; Paper presented at the Conference of the Association for the Care of Children's Health (San Francisco, CA, June 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; *Cancer; Children; *Coping; *Interdisciplinary Approach; Music Activities; *Music Therapy; Relaxation Training

Music therapy, the systematic application of music and musical activities to elicit specific changes in emotional, physical, or social behavior, can help pediatric cancer patients to decrease their anxiety and cope with hospitalization. Because music is a nonverbal means of expression, it is an especially effective medium for young children who are developmentally unable to verbalize their emotions. Music can create an atmosphere of play in which tension is released, stress is reduced, and self-expression occurs. Singing, instrument improvisation, and song writing allow children to express their feelings. Specifically, music therapy goals are designed to increase self-esteem, provide emotional support, encourage relaxation, provide a medium for creative self-expression, provide opportunity for control and independence, and maintain age appropriate development. The music therapist can enhance these opportunities by first developing rapport with the young cancer patient and then working with the team of health professionals involved in the patient's care and development. The music therapist may actually accompany the patients to various hospital treatments to teach and maintain relaxation techniques to help the child cope with anxiety and pain. Although it is still an uncommon service in pediatric hospitals, the benefits of music therapy are slowly becoming known to health care professionals. (CB)

ED 285 300 EC 200 237

Keane, Kevin; Sauer, Ruth B.
Local Administration of Special Education under Project SEALL.
Public Education Association, New York, N.Y.
PUB DATE- 14 Jul 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; *Disabilities; Educational Administration; Elementary Secondary Education; Pilot Projects; *School Districts; *Special Education
IDENTIFIERS- *Project SEALL

This paper reports the findings of an evaluation of Project SEALL (Special Education at the Local Level), initiated by the New York Board of Education, a pilot program representing an alternative approach to the delivery of services for special education students in programs at the community school district level. Through administrative restructuring, the program allows for greater exercise of local control over special education. A section discussing the project's background details the roles of participating districts, superintendents, and principals, and project goals. Evaluation methodology (involving interviews with school personnel) and findings are presented in the second section. Strengths of the program are characterized as a sense of ownership at the district level, greater manageability of long-range planning, enhanced innovation, integration of staff and students in the school culture, greater collegiality, and greater exchange of resources. Weaknesses included lack of clarification of roles and functions, lack of district-wide needs assessment, limitations in inservice staff development, and limitations in concerted efforts to engage parents in schooling efforts. A section discussing reviews of the project by other agencies presents findings similar to those of this evaluation, concluding that the project is not yet fully developed. The final section presents conclusions and recommendations, including the need for more inservice training for staff, the need for additional personnel, the need for more resources, and the need for district wide plans for special education. (CB)

ED 285 301 EC 200 238

Browne, Basil; Battiste, Kathleen
Socialization Activities Handbook for Students in Special Education (Elementary Level).
Journalism Education Association.
PUB DATE- 84
NOTE- 109p.; For an earlier handbook, see ED 258 431. For the intermediate level, see EC 200 239.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Cooperation; *Disabilities; Elementary Education; *Interpersonal Competence; Learning Activities; Peer Relationship; *Self Esteem; *Socialization; Special Education; Teacher Student Relationship

This handbook is designed to provide teachers with activities which will assist elementary level special education students in developing the necessary skills to work with both peers and adults in the school setting. Activities are presented in the theme areas of self-esteem, sharing, cooperation, peer relationships, and adult relationships. Each activity description includes information on appropriate grade levels, an annual goal (e.g., students will understand that self-love is a part of self-esteem), short-term instructional objectives, vocabulary, materials, procedure, conclusion (e.g., it is important to think about the things we like about ourselves), evaluation, and extension activities. A one-page bibliography and a brief list of resource materials are included. (CB)

ED 285 302 EC 200 239

Browne, Basil; And Others

Socialization Activities Guide for Students in Special Education (Intermediate).

Journalism Education Association.
PUB DATE- 83
NOTE- 146p.; For the elementary level, see EC 200 238.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; *Interpersonal Competence; Junior High Schools; Learning Activities; Peer Relationship; Self Control; *Self Esteem; *Socialization; Special Education

This handbook is designed to assist teachers in helping junior high school special education students develop the skills needed to manage their behavior and build the socialization skills necessary for mainstreaming and a return to general education classes. Activities are presented in the theme areas of self-esteem and respect, communication and personal relationships, self-control, and effective behavior. Each activity description includes information on appropriate grade levels, an annual goal (e.g., students will understand that positive self-esteem and self-respect will enhance their lives), vocabulary, materials, procedure, evaluation, extension activities, and activity adaptations. A brief bibliography is included. (CB)

ED 285 303 EC 200 240

Ash, Paul, Ed.

Educators' Guide to Exemplary Special Education Curricula: Results of a National Field Based Survey (1987).

Council for Exceptional Children, Indianapolis. Indiana Federation.

PUB DATE- 87

NOTE- 13p.; For an earlier guide, see ED 250 871.

AVAILABLE FROM- IFCEC Newsletter, Paul Ash, Editor, Room 229, State House, Indianapolis, IN 46204.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- Adult Day Care; Adult Education; Career Education; *Curriculum Guides; Daily Living Skills; Demonstration Programs; *Disabilities; Elementary Secondary Education; Gifted; Individual Instruction; Individualized Education Programs; Learning Activities; National Surveys; Preschool Education; Skill Development; *Special Education; Transitional Programs; Vocational Education

This newsletter presents a list of 248 special education curriculum guides, identified as exemplary through the National Special Education Curricula Survey, a national service project of the Indiana Department of Education. The survey was sent to personnel at state departments of education, universities, schools, community agencies, and special projects. The guides included those produced by state departments of education, educational publishers, and nonprofit groups. Citations, in one alphabetical list, provide the title, source, source address, development date, price, number of pages, recommended exceptionality area(s) and recommended educational level(s). An index directs the reader to guides appropriate for the following specific populations: mildly, moderately, or severely mentally retarded; emotionally handicapped; learning disabled; speech, hearing, and language disorders; deaf and hearing-impaired; blind and visually-impaired; gifted; multiply handicapped; infants; and preschool children. Additionally, the index includes some 29 subject areas (e.g., adult day activities, affective education, autism, career and vocational education, parent involvement, recreation and leisure, and transition). (CB)

ED 285 304 EC 200 241

Bliton, Gilbert; Schroeder, Henry J.

A New Future for Children with Substantial Handicaps: The Second Wave of "Least Restrictive Environment."

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.; Indiana Univ., Bloomington. Developmental Training Center.
PUB DATE- Feb 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; *Disabilities; Educational Legislation; Educational Philosophy; *Education Work Relationship; Elementary Secondary Education; History; *Mainstreaming; Models; *Normalization (Handicapped); Transitional Programs; *Trend Analysis
IDENTIFIERS- *Indiana Least Restrictive Environment Project

Developed as part of the Indiana Least Restrictive Environment Project, this document is concerned with issues relating to the education and community integration of persons with substantial handicaps. The paper traces the development of the movement to provide those special education services necessary to integrate the disabled into the general society. The introductory section identifies such characteristics of the integration initiative as building bridges between school and independent life that include the option of meaningful work. The next sections examine the legal and philosophical basis for integration and the evolution of the concept of least restrictive environment in schools. Shortcomings of the cascade or continuum model are identified. Six "informed judgments" about the future are made and include the following: (1)) curriculum for substantially handicapped students will include community living, working, and social skill development; and (2) public schools will be held accountable for providing a functional education for substantially handicapped students. New roles for professional educators are discussed with the need to examine values and expectations emphasized. Also noted is the role of instructional and related service personnel in developing individualized programming in functional living skills. Finally, the parent's increasing role as partner in educational programming is considered. (DB)

ED 285 305 EC 200 242

Shaw, Stan F.; And Others
Training Leadership Personnel for Learning Disability College Programs: Preservice and Inservice Models.
PUB DATE- 13 Nov 86
NOTE- 29p.; Paper presented at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children (9th, Atlanta, GA, November 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; *Competence; *Competency Based Education; Higher Education; *Inservice Education; *Leadership Training; *Learning Disabilities; Preservice Teacher Education
IDENTIFIERS- *University of Connecticut

The paucity of skilled and knowledgeable leadership personnel for postsecondary learning disability programs is a critical limitation to the development of this area of special education. This manuscript delineates competencies needed for leadership personnel and describes a preservice and an inservice training program. The preservice program is the University of Connecticut's learning disability college doctoral training program. A listing of required coursework is included. The inservice program is Connecticut's Learning Disability College Consortium which provides comprehensive technical assistance to postsecondary institutions throughout the state. Sixty-two competencies in the following areas are listed: assessment skills, affective interventions, cognitive interventions, instructional skills and techniques, counseling/consultation skills, research skills and management/leadership skills. (Author/DB)

ED 285 306 EC 200 243

Adaptation of Instructional Materials for Use with Mainstreamed Students. Final Report.

Macro Systems, Inc., Silver Spring, Md.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 85
NOTE- 76p.; Appendix A of this document is also available separately, EC 200 244.
CONTRACT- 300-83-0264
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audiotape Cassettes; *Computer Assisted Instruction; *Computer Managed Instruction; High Schools; *Instructional Materials; *Media Adaptation; *Mild Disabilities; *World History

The report documents a project to adapt and design instructional media and materials of a regular senior high social studies curriculum for use with mainstreamed mildly handicapped students. Supplementary materials were developed and tested at five sites to accompany the world history textbook, "Our Common Heritage." Products included the following: a series of audiocassette tape lessons with accompanying print activity sheets; a print teacher's guide to accompany the text; an electronic gradebook to assist teachers in tracking student progress in meeting textbook objectives; a world history database for teaching concepts, facts, hypothesis testing and other thinking skills; and a guidebook for textbook adaptation. The initial assessment process included a publisher's needs assessment, an author's needs assessment, and instructional needs assessment which indicated needs in such areas as thinking skills, written language skills, interpretation map and globe skills, and time and chronological skills. Among evaluation results derived from teachers were enthusiasm over the audiocassettes, approval of the print materials, interest in the computerized programs but concern about the availability of resources and training. A final section reports on marketing efforts, primarily with the publisher of the textbook. Appendix A is an extensive (16 pages) "Guide to Textbook Adaptation." (DB)

ED 285 307 EC 200 244

Guide to Textbook Adaptation. Final Report. Appendix A.
Macro Systems, Inc., Silver Spring, Md.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 85
NOTE- 22p.; For the complete final report, see EC 200 243.

CONTRACT- 300-83-0264
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audiotape Cassettes; *Computer Assisted Instruction; *Computer Managed Instruction; High Schools; *Instructional Materials; *Media Adaptation; *Mild Disabilities; *World History

Developed as part of a project to adapt a high school world history text for use with mainstreamed mildly handicapped students, this guide does not focus on any particular age group or content area. After an introductory section explaining the project's background, a rationale for textbook adaptation is offered followed by a description of the process approach to adapting textbooks. Next five steps in the design, development, and evaluation of materials are briefly explained: (1) identifying needs, (2) adapting materials, (3) reviewing materials, (4) implementing curriculum adaptations, and (5) evaluating materials. Also identified are student learning needs that can be addressed with adaptive materials and strategies (e.g., simplified vocabulary, repetition, focused attention, reinforced concepts, slower program pacing, positive reinforcements, and sequenced learning tasks). A chart compares adaptation characteristics of teacher and student materials with examples and explanations of needs served. Types of textbook adaptation materials are discussed including audiocassettes, computer software, print supplements, and other media. A chart of computer software capabilities compares learner characteristics, instructional adaptations, and computer software capabilities. (DB)

ED 285 308 EC 200 245

UMTA and AoA National Conference on Transportation for the Elderly and Handicappped. Final Report (1st, Orlando, Florida, October 24-27, 1984).

Ecosometrics, Inc., Bethesda, MD.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Urban Mass Transportation Administration (DOT), Washington, D.C.

REPORT NO.- DOT-1-86-04

PUB DATE- May 85

NOTE- 274p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Agency Cooperation; Agency Role; *Disabilities; Federal Government; *Financial Support; *Older Adults; Private Agencies; *Program Improvement; State Programs; Technical Assistance; *Transportation

This report reviews key issues and problems addressed at a national conference on transportation for the elderly and handicapped. The first section presents an executive summary, which details the following major problems (identified in the seven general sessions and four workshops): the need for more coordination of funding sources; better definition of the roles of various agencies involved in transportation for this population; more hands-on technical assistance for system operators; more information-sharing among all parties involved; more funding for such programs; more information and mechanisms for using the private sector; and a final regulation stating the responsibilities of agencies receiving federal funding for provision of such services. Conference highlights are summarized in the second section, including the conference process, remarks of key speakers, and significant considerations. Recommendations to address the identified problems are detailed in the third section. Conference evaluation reports are presented in the fourth section. Appendices (which comprise most of the volume) present a list of members on the conference advisory committee, a list of conference registrants, a list of workshop coordinators, conference agenda, and 15 papers (most describing a state transportation system) presented at the conference. (CB)

ED 285 309 EC 200 246

Project Redirection Implementation Plan: Stage I.

New Jersey State Dept. of Human Services, Trenton. Div. of Developmental Disabilities.; New Jersey State Developmental Disabilities Council, Trenton.; University of Medicine and Dentistry of New Jersey, Newark. Robert Wood Johnson Medical School.

PUB DATE- Jun 86
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Autism; *Developmental Disabilities; Employment; Housing; *Mental Retardation; *Program Implementation; *Program Improvement; *State Programs; Transportation
IDENTIFIERS- *New Jersey

This report describes the changes brought about by Project Redirection in New Jersey's Department of Human Services Division of Developmental Disabilities (formerly the Division of Mental Retardation), which now serves not only persons with mental retardation and autistic adults but also those individuals with developmental disabilities. Reports derived from nine task forces developed to examine various programs and administrative issues affected by the division's redirection address the following: intake and eligibility; training; related services; employment; guardianship, advocacy, and self-direction; housing; transportation; recodification; and mental health and developmental disabilities. Each report contains an introduction, an issue statement, recommended actions, and future task force activities. Appendices list members of the advisory committee and the task forces and present additional materials used or developed by the task forces. A glossary of related terms is included. (CB)

ED 285 310 EC 200 247

Addison, Linda, Ed.; And Others
Developing Leadership Potential in Gifted Children and Youth. An ERIC Exceptional Child Education Report.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-175-7
PUB DATE- 87
NOTE- 127p.
CONTRACT- 400-84-0010
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($11.40, Stock No. B626; member discount available).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cultural Awareness; Educational Objectives; Elementary Secondary Education; *Gifted; Leadership Qualities; *Leadership Training; Models; Program Evaluation; Relevance (Education); *Skill Development; *Student Leadership; Talent Identification; Teacher Role

This monograph advocates developing the leadership skills of gifted children and youth. Discussion centers on what leadership is, what it is not, and why it is critical for this population. The monograph addresses the following leadership development issues: why leadership education should be taught; identification of leaders; leadership development for culturally different populations; rationales and goals of leadership programs; conceptual models; instructional models; organizational options; roles for educational personnel in leadership development; and evaluation of leadership programs. (CB)

ED 285 311 EC 200 248

Rich, Ginger A.; And Others
Guidelines for Organizing a Horseback Riding Program for Individuals with Disabilities. Bulletin 518A.

Colorado State Univ., Ft. Collins. Cooperative Extension Service.
PUB DATE- Mar 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Facilities; Financial Support; *Horseback Riding; *Program Development; Program Evaluation; *Program Implementation; Student Recruitment; Teacher Selection; Volunteers

This manual outlines a horseback riding program, conducted by the Larimer (Colorado) County Extension Service, for persons with disabilities. The program offers such benefits as the opportunity to learn horsemanship; strengthen and relax muscles; improve balance, coordination, and posture; and increase joint mobility. Designed to provide a step-by-step guide to developing a riding program for the disabled, this manual describes how a successful program can be developed and facilitated. Chapters provide information on each of the 13 program development steps: instructor selection; volunteer need, help, and selection; rider/student recruitment; horse selection and training; special equipment needed; facilities needed; insurance coverage; release forms; program evaluation; program closure; promotion; funding; and resources. (CB)

ED 285 312 EC 200 249

Senate Concurrent Resolution 83: Screening for Learning Disabilities. A Report to the 70th Legislature.

Texas Education Agency, Austin.

PUB DATE- Feb 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Communication Disorders; Dyslexia; Early Childhood Education; Educational Development; *Handicap Identification; Hearing Impairments; Inservice Teacher Education; Intervention; *Learning Disabilities; *Needs Assessment; Preschool Education; Program Costs; Program Development; Screening Tests; *State Boards of Education; *State Legislation; Visual Impairments
IDENTIFIERS- *Texas

In response to Senate Concurrent Resolution 83, the Texas Education Agency studied methods for screening all students upon entry to school for significant developmental lags that could lead to learning disabilities. The resulting report includes: (1) identification of screening techniques; (2) methods currently in use and validated for treatment or remediation of identified problems (early childhood intervention and handicapped programs, pre-kindergarten programs, preschool screening, screening for special senses and communication disorders, screening for dyslexia and related disorders, and compensatory and Chapters 1 and 2 programs); (3) projected cost for implementation; and (4) results of actual screening of a sample of students entering Texas public schools during or before the first semester of the 1986-87 school year. It is concluded that an additional screening program described in the resolution is not currently needed. A description of procedures concerning dyslexia is concerned with the characteristics of dyslexia and the four phases of screening and treatment: data gathering, remedial programs, identification of an instructional program for dyslexic students, and referral to special education. A description of inservice training on dyslexia is also included. (KM)

ED 285 313 EC 200 250

Watkins, Elizabeth L., Ed.; Melnick, Leslie R., Ed.
Infant Mortality, Morbidity, and Childhood Handicapping Conditions: Psychosocial Factors. Based on Proceedings of a Bi-Regional Conference (Atlanta, Georgia, June 2-5, 1985).
North Carolina Univ., Chapel Hill, Dept. of Maternal and Child Health.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jun 85
NOTE- 161p.
GRANT- MCJ009056-01-0
AVAILABLE FROM- National Center for Education in Maternal and Child Health, 38th and R Streets, N.W., Washington, DC 20057.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biological Influences; Child Abuse; Child Advocacy; Child Neglect; Cultural Background; Cultural Influences;

*Disabilities; Ethics; Ethnic Groups; Health Services; *High Risk Persons; *Infant Mortality; *Infants; *Intervention; Neonates; Pregnancy; Premature Infants; Social Influences; Social Work; Sociocultural Patterns

In Part I, "Extent of Knowledge and Implications for Social Work Intervention," the following conference papers are presented: (1) "Unintended Pregnancy and Infant Mortality, Strategies and Interventions" (Alfred W. Brann, Jr.); (2) "Implications for Social Work Intervention in Biopsychosocial Factors Associated with Infant Mortality and Morbidity" (Frank B. Raymond, III); (3) "Social Work Program Efforts in Reducing Infant Mortality and Morbidity" (Gardenia B. Ruff); (4) "Theoretical Base for Social Work Intervention" (Kristine Siefert); (5) "Follow-Up of High-Risk Infants" (Eugene Perrotta); and (6) "High-Risk Infants and Child Maltreatment" (Dorothy C. Howze). Part II, "Cultural Barriers," consists of the following: (1) "Cultural Factors Associated with High-Risk Pregnancy Outcome: A Black Perspective" (Barbara S. Cambridge); (2) "Ethnic and Cultural Factors Associated with High-Risk Maternity Outcomes: A Hispanic (Mexican-American) Perspective" (Ricardo Arguijo Martinez); (3) "Ethnic and Cultural Factors Associated with High-Risk Maternity Outcomes in Southeast Asian Refugees" (Lucy Towbin); and (4) "Brief Overview of the Maternal and Child Health System, Oklahoma Area Indian Health Service" (Pamela Turner Hunt). "Care of the Handicapped Child in the Home" (M. Patricia West) and "Building Early Intervention Initiatives" (Anita Farel) are presented in Part III, "Handicapped Child." Part IV, "Bioethical Issues," consists of: (1) "The 'Baby Doe' Rule and the Care of Severely Handicapped Newborns: A Critique" (John C. Moskop); (2) "Bioethics Related to Maternal and Child Health: The Social Work Role in Technological Times" (Mary O. Holden); (3) "Parent's Rights vs. the Child's Rights for Care" (Dorothy Bon); and (4) "Critical Issues in Working with Terminally Ill Adolescents, Young Adults, and Their Families" (Patricia Wood Davis). Part V, "Advocacy," consists of: (1) "Strategies and Organization for Advocacy" (Dana Hughes); (2) "Examples of Advocacy on the State Level" (Doris J. Haar); (3) "Every Number Has a Name" (Judith K. Barber); and (4) "Healthy Children Initiative of Tennessee" (Lerlie M. Cleveland). (KM)

ED 285 314 EC 200 251

Tynan, Donna D.; Fritsch, Ronald E.
Stress Associated with Handicapped Children: Guidelines for Family Management.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; *Child Rearing; Children; *Coping; *Disabilities; Discipline; Emotional Adjustment; Family Environment; *Family Life; Intervention; *Parent Attitudes; Problem Solving; *Stress Management; Stress Variables

The literature on coping with stressful life events and the literature on parental issues related to the birth of a handicapped child suggest that such variables as understanding of the nature, intensity, and duration of parental responses figure prominently in their adjustment to the disability. The development of support programs designed to improve the parents' coping strategies, to improve their perceptions of the child and of their own abilities to deal with stress, and to improve their ability to regain a sense of control in their lives are critical for successful reduction of parental stress. Social workers can help parents through this process by helping them to see the child's behavior in different, more positive ways, to assess children's behavior and identify specific target behaviors, and to develop behavior management skills (such as use of verbal cues, positive comments, reinforcement techniques, modeling, guided participation, response cost, "time outs," and punishment). (CB)

ED 285 315 EC 200 252

Candler, Ann C.; Keefe, Charlotte Hendrick
The Word Processor as a Tool for the Learning Disabled Student.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Educational Media; Instructional Effectiveness; *Learning Disabilities; *Word Processing; *Writing Instruction

The paper reviews the advantages and disadvantages of using word processing programs with learning disabled students, describes some available programs, delineates criteria for selection of word processing programs, and considers expanded uses of word processing with this population. Advantages of word processing programs for learning disabled students include helping them with written document preparation, editing, and revision. Word processing programs may present a disadvantage in that writers may look better without actually improving their writing skills. Among word processing programs recommended for learning disabled students are Bank Street Writer, Talking Screen Textwriting Program, Quill, and Magic Slate. For any word processing program to be effective, it must be matched with the individual student's needs and capabilities. Future uses of word processors by learning disabled students may include reading (conversion of print into speech for the nonreader), writing from oral dictation, social skills development, and more comprehensive student evaluation. (CB)

ED 285 316 EC 200 253

Shaw, Stan F.; And Others
Preparing Learning Disabled High School Students for Postsecondary Education.
PUB DATE- Apr 87
NOTE- 29p.; Based on a paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Preparation; Decision Making; Education Work Relationship; High Schools; *High School Students; Interpersonal Competence; *Learning Disabilities; Postsecondary Education; Relevance (Education); Student Placement; *Transitional Programs

Increasing numbers of capable learning disabled students are attempting to make the difficult transition from high school to postsecondary programming. A comprehensive approach to better serve the college-bound learning disabled high school student includes early transition planning, instructional programming, social skills intervention, and selection of appropriate postsecondary settings. The early transition plan should identify the student during the freshman year, collect and review data about the student's school performance, facilitate initial joint decision making by school personnel, parents, and the student, and develop a comprehensive high school program. Instructional programming must focus on the development of generalization strategies for independent learning. Learning disabled high school students must be taught the social skills necessary for a successful college experience. The search for an appropriate postsecondary placement should begin early in the high school experience and involve the help of parents and high school personnel. It is essential to find a program that meets the individual needs of each student. A five-page reference list concludes the document. (CB)

ED 285 317 EC 200 254

Smith, Douglas K.; Lyon, Mark A.

Children with Learning Difficulties: Similarities and Differences in Cognitive Abilities and Achievement.

PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Some charts may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Cognitive Processes; Cognitive Style; Comparative Analysis; Elementary Education; *Intelligence Tests; *Learning Disabilities; Learning Problems; *Scores
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Wechsler Intelligence Scale for Children (Revised)

A study sought to compare the performance of elementary school students referred for learning difficulties on the Kaufman Assessment Battery for Children (K-ABC) and the Wechsler Intelligence Scale for Children-Revised (WISC-R) and to examine similarities and differences in performance on the two instruments between those placed in learning-disabled (LD) programs and those not placed. Of the 133 students, ages 6 to 12, administered the test, 82 were subsequently placed in LD programs. K-ABC scores were slightly lower than WISC-R scores for both groups. Correlations among the global scales of both instruments were all significant. Students placed in LD programs demonstrated lower scores on the Achievement Scale of the K-ABC and the Arithmetic and Reading/Decoding subtests as compared to the students not placed in the LD programs. Although the school-identified LD students revealed a greater variability in mean global scores, subtest profiles for both groups of students were remarkably similar. (CB)

ED 285 318 EC 200 255

Johnson, Jeanne M.; Ruder, Kenneth F.

Performance of Deaf versus Hearing Individuals on a Visual Hemifield Task.

PUB DATE- Nov 86

NOTE- 19p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 21-24, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adults; *Brain Hemisphere Functions; Comparative Analysis; *Deafness; Manual Communication; *Performance Factors; *Psychomotor Skills; *Reaction Time; *Responses; Sign Language

A study compared the performance of congenitally deaf signers (N=39) and hearing individuals (N=39) on a bilateral tachistoscopic task. Subjects were exposed to pretested linguistic and nonlinguistic stimuli during the task. Analysis of response time indicated that deaf subjects were slower to respond than were hearing subjects across all categories of stimuli. Analysis of accuracy revealed a significant right visual field preference for deaf subjects across all stimulus types; no lateral preference was found for hearing subjects in relation to stimulus type. The findings suggest that strategy factors are a major influence on performance and that auditory experience is not prerequisite to a finding of lateral preference on a behavioral task. (Author/CB)

ED 285 319 EC 200 256

White, Linda Rice
Administrative Guidelines for the Implementation of Technology in Special Education.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-173-0
PUB DATE- 87
NOTE- 56p.
CONTRACT- 400-84-0010
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 20091 ($11.70, $9.95 member price; Stock No. 319).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Guides; Administrator Role; Assistive Devices (for Disabled); *Computer Assisted Instruction; *Computers; Computer Software; Courseware; *Disabilities; *Educational Technology; Elementary Secondary Education; Microcomputers; *Program Implementation; *Special Education

Targeted at special education administrators who are involved in making decisions regarding the use of microcomputers in instructional programs for handicapped students, this document offers guidelines which synthesize relevant data on computer technology in special education and provide a framework for implementing classroom use of the microcomputer. Thirteen guidelines are presented in the sequential order in which critical issues should be reviewed in the context of an implementation plan, with the first three being of a general nature, creating a framework for incorporating the others. The guidelines are: (1) initial planning; (2) preparing for the computer's integration into the curriculum; (3) developing a comprehensive implementation plan; (4) reviewing software issues; (5) reviewing assistive device issues; (6) reviewing hardware issues; (7) providing the personnel to deliver the plan; (8) preparing staff to implement the plan; (9) assuring the plan's inclusion in the school system's operating plan; (10) evaluating implementation effectiveness and making adjustments; (11) sharing implementation resources and progress within the school system; (12) staying current with technological trends and research outside the school system; (13) encouraging active participation. Major recommendations are identified at the beginning of each section, followed by a detailed narrative. A summary, list of national resources, and suggested readings conclude the document. (JW)

ED 285 320 EC 200 257

Paul, Peter V.; Gramly, Charles F.

Is Reading Proficiency in L1 Really Necessary for Reading Proficiency in L2, Especially When L1 Has No Written Form? A Perspective on American Sign Language and English.

PUB DATE- Oct 86
NOTE- 25p.; Paper presented at the University of Delaware Symposium on Language Studies (Newark, DE, October, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; Bilingual Education Programs; Communicative Competence (Languages); *Deafness; Elementary Secondary Education; *English (Second Language); Language Proficiency; Literacy; Preschool Education; *Reading Instruction; Reading Skills; Reading Strategies; *Second Language Instruction

Despite the fact that American Sign Language (ASL) has no written component, it still may be possible for deaf students to develop English literacy skills. To assess the effects of ASL on the development of English, it is proposed that native, and possibly non-native, signers be educated in a bilingual minority-language immersion program which emphasizes developing and maintaining communicative competence in ASL and, eventually, developing English literacy and educational and cultural concepts. From preschool to approximately grade 3, all instruction would be delivered through immersion in the minority language (ASL). During grade 3, certain signing modifications can be made to help facilitate the transition to written English. Eventually both ASL and written English could be used more or less equally throughout the school day. Within this proposed model, the article describes several reading-related activities using ASL. A six-page reference list concludes the document. (JW)

ED 285 321 EC 200 258

Schneider, Barry H.
Individualized Intervention for Social Competence: An Initial Evaluation.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1822-8; ON03705
PUB DATE- 86
NOTE- 36p.
CONTRACT- 0908
AVAILABLE FROM- Ontario Institute for Studies in Education, Publication Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Behavioral Objectives; *Behavior Change; *Behavior Disorders; Coping; Curriculum Guides; Diagnostic Teaching; Elementary Education; *Emotional Disturbances; Foreign Countries; *Individualized Instruction; *Interpersonal Competence; Modeling (Psychology); Peer Relationship; Problem Solving; Role Playing; Socialization; Teaching Methods; Withdrawal (Psychology)
IDENTIFIERS- *Social Skills Training; Visual Imagery

The report describes the initial development of the Individualized Intervention for Social Competence (IISC) program, an individualized social skills training program for elementary aged emotionally disturbed children. Twenty-nine behavioral objectives cluster along the dimensions of aggression and withdrawal, and are divided into two major sequences: (1) coping with conflict (teasing, aggression from peers, dealing with the anger of others, accepting differences and frustrations); and (2) forming friendships (greeting others, expressing dislike, refusing unreasonable requests, coping with failure and rejection). The training procedures involved are specific to the identified skill deficits and needs of the individual. The 12-week prescriptive program uses problem-solving, modeling, and cognitive restructuring as principal intervention techniques, supplemented by role-playing, directed visual imagery, and guided self-statements. Results of a systematic evaluation of the IISC program with 41 emotionally disturbed children (ages 7-13) indicated that the program is effective in reducing the frequency of aggressive behavior, but not in alleviating difficulties of withdrawal. Implications for further development of individualized social skills training are drawn. (JW)

ED 285 322 EC 200 259

Seizure Recognition and Observation: A Guide for Allied Health Professionals.

Epilepsy Foundation of America, Landover, MD.

REPORT NO.- 033-383-SRO
PUB DATE- 81
NOTE- 16p.; A grant was provided from Parke-Davis, Division of Warner-Lambert Company.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Allied Health Personnel; *Classification; *Epilepsy; First Aid; Helping Relationship; *Observation; *Seizures

Intended for allied health professionals, this guide provides information on seizure recognition and classification to help them assist the patient, the family, and the treating physician in obtaining control of epileptic seizures. A section on seizure recognition describes epilepsy and seizures, covering seizure classification and the causes of epilepsy. A section on seizure observation presents information pertaining to the rationale for such observation and observation components (what happened before, during, and after the seizure). The third section presents exercises (case studies) in observation and recording of seizures. Tables list the characteristics of partial and generalized seizures, and case studies with questions are presented. Use of the anecdotal record is explained. First aid for seizures is discussed in the fourth section, covering treatment during a convulsive seizure, head injury during a seizure, and non-convulsive seizures. (CB)

ED 285 323 EC 200 260

Bull, Kay Sather; And Others

Teacher Education for Rural Elementary Educators: A Unified Curricular Model.

PUB DATE- Oct 85
NOTE- 30p.; Paper presented at the National Rural Teacher Education Conference (Bellingham, WA, October, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cognitive Development; Elementary Education; *Elementary School Teachers; Higher Education; *Interdisciplinary Approach; Models; *Preservice Teacher Education; *Rural Schools; *Special Education Teachers; Teacher Education Curriculum
IDENTIFIERS- *Oklahoma State University

Oklahoma State University's proposed model for combining preservice education programs for elementary and special education (mildly handicapped) majors is based upon three levels of understanding: cognitive understanding, affective understanding, and actional understanding. Each level addresses the same six components: reflective teaching, learning to learn, curriculum content, communication and counseling, organizational and legal structures, and pedagogy. Initial implementation of the model focused on rearranging coursework, establishing observation and practical sites in rural settings, matching coursework to certification requirements, recruiting students, and developing integrative seminars. (CB)

ED 285 324 EC 200 261

Alcorn, Dewaine A.
Preservice Preparation of Teachers of the Visually Handicapped in a Rural State.
PUB DATE- Oct 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Graduate Study; Higher Education; *Rural Areas; *Special Education Teachers; *Teacher Certification; *Teacher Education; *Visual Impairments
IDENTIFIERS- *University of Nebraska

The University of Nebraska (with the help of the University of Northern Colorado) has established a program to provide practicing teachers with training qualifying them for the teaching certificate endorsement for teaching the visually handicapped. The program was especially designed to fill a state need for teachers of the visually handicapped for rural area schools. The endorsement program provides training in two 5-week summer programs as well as practicum experience. Thirty total credit hours are provided in six intensive one-week courses in such areas as the psychology of exceptional children and education of the visually handicapped. Credit for practicum experience is provided in two ways: (1) placement under an experienced, certificated teacher, with 240 clock hours of supervisory experience required for 6 hours of credit; and (2) credit by examination, and upon the recommendation of an administrator/supervisor who must verify that the teacher has had at least 1 year of teaching experience with the visually handicapped. Braille proficiency is acquired through the Library of Congress correspondence course. Although University of Northern Colorado faculty initially taught the two-summer sequence, guest faculty are currently used. Program advertisement and teacher recruitment was achieved through work with local directors of special education. Program funding was obtained through several sources, including the state department of education, federal funds, and trust funds. To date 32 teachers have completed all requirements for the endorsement. (CB)

ED 285 325 EC 200 262

Yates, James T.
Developing Audiology in the Public Schools: Services Delivery Development for Rural Populations.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiology; *Delivery Systems; Educational Diagnosis; Elementary Secondary Education; *Handicap Identification; *Hearing Impairments; Models; Professional Education; Public Schools; *Rural Areas; *School Health Services; State Programs
IDENTIFIERS- *Hawaii

A program has been designed for establishing educational audiology in Hawaii. While the teaching program and service implementation strategy involve hearing-related services, it is sufficiently adaptable to serve as a model for developing and implementing services of virtually any type in a rural environment. The program's primary goal is to establish services for hearing-impaired students who were not being served by the existing program for the severely impaired. The target population includes children with auditory perceptual disturbances, hearing sensitivity or acuity disorders, and transient disturbances. The first phase of the program involves the training of educational audiologists through a core curriculum of basic sciences, anatomy, and physiology courses and professional graduate level training which includes discussion of the roles and activities of educational audiologists. Phase II involves the establishment of the Model Service Center, which is equipped to provide diagnostic and evaluative services and serves as the program's focal point and as the referral and management center. Service delivery to the schools is the program's final phase, involving an information network, referral center for children with suspected hearing disorders, inservice, counseling, and prescriptive diagnosis. (CB)

ED 285 326 EC 200 263

Gifted and Talented Children's Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session, on H.R. 3263 and H.R. 2364.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 6 May 86

NOTE- 48p.; Serial No. 99-142. Much of the document contains small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Legislation; *Educational Needs; Elementary Secondary Education; *Federal Legislation; *Gifted; Hearings; Public Education; *Talent

IDENTIFIERS- Congress 99th; Proposed Legislation

Testimony given before the House of Representatives Subcommittee on Elementary, Secondary and Vocational Education regarding the Gifted and Talented Children's Education Act (H.R. 3263) is presented. This legislation targets federal assistance to support state and local programs for gifted and talented students in the areas of personnel development, model programs, technical assistance, and research. Testimony was provided by the following individuals and organizations: Coalition for the Advancement of Gifted Education; Mario Biaggi (Congressional Representative); Council for Exceptional Children; Association for the Gifted; James J. Gallagher (professor, University of North Carolina, Chapel Hill); Gifted Child Society, Inc.; Program in Gifted Education (University of Utah); Gifted and Talented Unit, New York City Board of Education; Nick J. Rahall, II (Congressional Representative); and Altamae Whitehill, the Coordinator of Gifted Programs, Cheney Public Schools, Washington. (CB)

ED 285 327 EC 200 264

Hill, Diane Pagnotto
PAATCH: Program of Auditory Articulation Therapy for Children.
REPORT NO.- ISBN-0-88450-982-6
PUB DATE- 87
NOTE- 62p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tuscon, AZ 85733 ($12.95, Catalog No. 7366).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation Impairments; *Auditory Discrimination; *Auditory Training; *Intervention; *Learning Activities; Preschool Children; Preschool Education; *Speech Therapy

This manual describes auditory training activities that de-emphasize production work for articulation-impaired preschoolers. The goal of these activities is to remove the burden of producing sounds so that the clinician can train the child's ear so that the child will eventually be ready and able to produce sounds at an age-appropriate level. The activities are best suited for children with no other physical, neurological, or intellectual disabilities and who demonstrate age-appropriate language skills. Working principles for success are listed for clinicians. Four easy introductory activities are presented in the first section. Basic auditory training games and activities are included in Group II activities. Group III activities involve more advanced auditory training games and activities. The fourth group of activities incorporates production training and can be used once the child demonstrates readiness. Referent Program Cards for 21 sounds are included. (CB)

ED 285 328 EC 200 265

Heinrichs, Eberhard; Rokusek, Cecilia

Nutrition and Feeding for the Developmentally Disabled: "A How-To Manual."

South Dakota State Dept. of Education and Cultural Affairs, Pierre. Child and Adult Nutrition Services.; South Dakota Univ., Vermillion. School of Medicine.

SPONS. AGENCY- Food and Nutrition Service (DOA), Washington, D.C.
PUB DATE- 85
NOTE- 191p.
AVAILABLE FROM- South Dakota Department of Education, Child and Adult Nutrition Services, 700 N. Illinois, Pierre, SD 57501 ($3.50 includes postage).

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dental Health; *Developmental Disabilities; *Dietetics; Drug Therapy; Eating Habits; Educational Resources; Elementary Secondary Education; Instructional Materials; *Nutrition Instruction; Self Care Skills
IDENTIFIERS- South Dakota

This educational manual, an interdisciplinary effort of professionals throughout South Dakota, is intended to serve as a practical guidebook of ideas to better serve the nutritional needs of the developmentally disabled population. The manual addresses: dietary aids for specific disorders; appropriate foods or supplements for optimal nutrition; techniques to facilitate feeding and swallowing; and instructional materials suitable for food service personnel, parents, and health professionals. Sections address such topics as: nutrition for developmentally disabled children; nutritional status of the handicapped child; vitamins; fluids and minerals; nutritional care of slow-growing and underweight children; management of the overweight person; recommendations for persons needing diets for special medical conditions; management of low or excessive appetite; refusal to eat certain foods; unusual feeding problems; gagging, vomiting, and rumination; acute and chronic bowel problems; abnormal motor patterns affecting feeding, chewing and swallowing; management of inability to self feed; oral-dental health for the developmentally disabled; the impact of drugs on nutrition; and resources. Many guides are included in these sections, detailing such information as food intake patterns for optimal nutrition, height and weight charts, nutrition assessment checklists, and suggestions for improving nutrient intake. (CB)

ED 285 329 EC 200 266

Weisberg, Phyllis G.

In-Depth Description of Five Leading Preschool Curricula.

PUB DATE- Jul 86
NOTE- 24p.; Paper presented at the World Organization for Early Childhood (18th World Congress, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Developmental Programs; *Disabilities; Early Childhood Education; Handicap Identification; Infants; *Intervention; *Preschool Curriculum; *Student Evaluation; *Teaching Methods; Young Children
IDENTIFIERS- Developmental Programing Infants Young Children; Higher Competencies Commun Own Care Motor Problem; Learning Accomplishment Profile; Portage Curriculum; Project Memphis

Five early education curricula for handicapped children are described. The five curricula are: (1) the Learning Accomplishment Profile (LAP), which uses a developmental task approach with hierarchical objectives in six specific domains (gross motor, fine motor, social, self-help, cognitive, and language skills); (2) Higher Competencies in Communication, Own Care, Motor and Problem-Solving (HICOMP), a developmental task approach with objectives in four domains listed above; (3) the Portage Curriculum, a developmental task approach with six areas of functioning (infant stimulation, socialization, language, self-help, cognitive, and motor) originally aimed at rural handicapped children; (4) Project Memphis, a developmental approach stressing parent training in five domains (personal-social, gross-motor, fine-motor, language, and percepto-cognitive); and (5) Developmental Programming for Infants and Young Children (DPI), a curriculum developed through a transdisciplinary and interdisciplinary approach, with six domains (perceptual/fine-motor, cognition, language, social/emotional, self-care, and gross-motor). Discussion of each of the five curricula addresses the following topics: history, organization, population/use, training needed, record keeping/assessment, lesson planning, practicalities, and products. Publisher and cost information are also provided. Sample items from the five curricula are presented in a separate appendix. (CL)

ED 285 330 EC 200 267

DePompei, Roberta; Blosser, Jean L.

Facilitating Classroom Success for the Closed Head Injured Student.

PUB DATE- 22 Apr 87
NOTE- 44p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adventitious Impairments; Behavior Patterns; Class Activities; *Cognitive Development; *Communication Skills; Elementary Secondary Education; Expressive Language; Injuries; Interpersonal Competence; Language Acquisition; Motor Development; *Neurological Impairments; Perceptual Motor Coordination; Physical Disabilities; *Student Characteristics; *Teaching Methods; Written Language
IDENTIFIERS- *Head Injuries

Intended for special educators and administrators, the paper addresses the educational implications of closed head injury in children. Characteristics of head injured students are noted, including previous successful experiences in social and academic settings, inconsistent performance patterns, and cognitive deficits which are present as in other handicaps but which are uneven in extent of damage and rate of recovery. Types of deficits in head injury are described for five functioning areas: communication (such as problems in language, reading, and abstraction); physical ability (including impairments in mobility, coordination, and vision); cognitive ability (such as difficulty in problem solving and short and long term memory); perceptual motor skills (including problems in motor speed and sequencing); behavior (such as impulsivity, poor judgement, and disinhibition); and social behavior (such as distraction in noisy surroundings and immature behavior). The bulk of the paper charts deficits, classroom behaviors, skills, teaching strategies, and resources for the following cognitive-communication areas: general behaviors, social behaviors, expressive language, receptive language, and written language. Thirty-one resources are listed to supplement classroom materials. (CL)

ED 285 331 EC 200 268

Dastoli, S.; And Others

Recent Graduates' and Student Teachers' Percepts of Their Professional Competence.

PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Competence; *Disabilities; Early Childhood Education; Elementary Education; Higher Education; Role Perception; Self Concept; Self Evaluation (Individuals); *Special Education Teachers; *Student Teachers; *Teacher Attitudes; Teacher Education; *Teaching Skills

Recent graduates (N=173) and current student teachers (N=59) in the areas of early childhood, elementary education, and special education, rated 30 teacher competencies in terms of perceived importance and their own competency levels. Frequencies and percentages of responses were tallied for both groups and for each certification area. Analysis revealed that the 30 competencies (which are listed in the appendix) were generally perceived as important by both recent graduates and student teachers. Student teachers generally perceived the competencies to be more important than did the recent graduates. A high percentage of both groups perceived themselves as competent on most items. Lowest self-competence ratings for recent graduates included knowledge of school law and knowledge of professional journals and associations. For student teachers, lowest self-competence ratings were given to knowledge of specialists, procedures and referral sources for exceptional students, skills for working with parents, understanding of standardized test data on cumulative records, and knowledge of school law. Special education majors perceived themselves to be more competent than other education majors perceived themselves on nine competencies, while of the recent graduates special education majors perceived themselves as more competent than other majors perceived themselves on only three items. (CL)

Stockman, Ida J.
New Directions in the Treatment of Severe Developmental Disability: St. Gallen, Switzerland's Model of Guided Movement Therapy. Fellowship Report.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, D.C.
PUB DATE- 15 Jun 86
NOTE- 57p.
GRANT- G008103982
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Developmental Disabilities; *Educational Methods; Elementary Secondary Education; Foreign Countries; Kinesthetic Perception; Language Handicaps; *Learning Disabilities; Learning Processes; *Movement Education; Multisensory Learning; *Perceptual Motor Learning; *Problem Solving; Teaching Methods; Theories
IDENTIFIERS- *Switzerland (Saint Gallen)

The paper describes an innovative treatment approach to severe learning disabilities in use in St. Gallen, Switzerland. The multisensory approach is based on the assumption that learning disabled children have perceptual cognitive deficits. Reality based problem-solvng events connected with tactile-kinesthetic input become the primary foci of treatment. Guided movement during daily life problem-solving activities allows the child to learn in naturalistic contexts. A 1-month fellowship visit to St. Gallen lends greater understanding to a description of the four main theoretical principles: the importance of perception to learning; the complexity of the situation as a factor in learning; the primary role of tactile-kinesthetic sensory input in achieving adequate perceptual/cognitive organization; and the common root of verbal and nonverbal skills. A second section discusses application of the theories in assessment, work with families, and treatment strategies. Implementation is reviewed in an educational and rehabilitation hospital setting. The final section considers application of the theories to the United States, noting that a perceptual hypothesis about language impairment requires broader definition than the auditory modality. To encourage further learning, a working relationship with the St. Gallen team has been initiated. (CL)

ED 285 333 EC 200 270

Letcher, Lisa M.; And Others
A Longitudinal Study: Phonological Changes Associated with Pharyngeal Flap Surgery.
PUB DATE- Nov 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 21-24, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Speech); Case Studies; *Cleft Palate; Longitudinal Studies; *Speech Handicaps; *Speech Improvement; Speech Skills; *Speech Therapy; *Surgery; Time; Young Children

The longitudinal study compared the speech of two children (beginning at age 3) with cleft palate and inadequate velopharyngeal closure in an attempt to identify the patterns of production observed prior to surgery and the course and rate of change in production following surgery. Subjects' speech samples were evaluated prior to pharyngeal flap surgery, 1 month after surgery, and at 3-month intervals until their speech was age appropriate. Analysis of pre- and post-surgery samples revealed that both subjects displayed similar patterns of substitutions prior to surgery and that their speech production became more variable after surgery, perhaps reflecting exploration of their newly revised speech mechanism. Findings suggested that change following surgery takes time and that accurate speech sound production may not result until nearly a year after surgery. (CL)

ED 285 334 EC 200 271

Moran, Michael J.; And Others
Stigmatic Effect of the Voice in Down's Syndrome.
PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Speech-Langauage-Hearing Association (Detroit, MI, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Downs Syndrome; Higher Education; *Student Attitudes; *Voice Disorders

To determine whether voice quality affects the way in which children with Down's syndrome are perceived, 24 undergraduate students at Auburn University (Georgia) viewed photographs of children (3 to 13 years old) with Down's syndrome. Two conditions were established: in the first, the photographs were paired with voice samples of the child pictured; in the second, the same photographs were paired with voice samples of non-retarded children. The undergraduates then rated each child on a 12-item semantic differential. The Down's syndrome children were rated significantly more positively when their photographs were paired with voice samples of non-retarded children. The greatest differences were on ratings of confidence and capability. It was concluded that the abnormal voice quality associated with Down's syndrome does have a stigmatizing effect. (Author/CL)

ED 285 335 EC 200 272

Hargrove, Patricia M.; Sheran, Christina P.
Early Stress Patterns of Language Impaired Children.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Language Handicaps; *Language Rhythm; Preschool Education; Semantics; *Speech Habits; *Speech Skills; *Stress (Phonology)

The study was designed to identify the patterns, if any, that language impaired children use when employing stress in spontaneous speech. Five preschool boys with a variety of language problems involving pragmatics, syntax, semantics, and/or phonology were identified as subjects. Both had received language therapy within the last 5 years and, during this study, continued to receive speech therapy at least two times per week. Two-word utterances in spontaneous language samples were analyzed to determine which of the two words was more stressed (more perceptually prominent). The placement of the stressed word was then classified in three ways: (1) into one of 13 semantic categories; (2) by whether or not it added information not previously available in an interchange; and (3) by whether it was the first or second word of the utterance. When compared to previous research on normally developing children, findings indicated that both language impaired and normal language children have preferences regarding the placement of stress. However, language impaired subjects stressed different semantic categories. The position of the stressed word in the utterance appeared to extract the strongest influence on stress placement. The word order preference may occur because language disordered children at this age have not yet achieved linguistic control of stress. (CL)

ED 285 336 EC 200 273

Greenday, Laura A.; Bennett, Clinton W.
"Can You Touch Your Imagination?" A Case Study of Schizophrenese.
PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Auditory Training; Case Studies; *Communication Skills; *Error Analysis (Language); Feedback; Language Acquisition; Language Handicaps; *Language Patterns; *Schizophrenia; Speech Habits; *Speech Improvement

The study evaluated the effects of an auditory monitoring and feedback approach on an adolescent boy's schizophrenic language patterns. The approach attempted to increase the subject's auditory awareness and to train him to identify and correct the linguistic errors of others and, eventually, of himself. Language samples were analyzed at baseline and at four probe points during the treatment. Treatment consisted of individual sessions five times per week over a 5-month period. Sessions incorporated the following emphases: creation of an appropriate listening set, general error sensitivity, and both intra- and interpersonal scanning for errors. Five areas of interaction were targeted for improvement: number of questions, inappropriate questions, inappropriate topic shifts, rote statements, and perseverative statements. Findings indicated improvement in all areas of spontaneous interaction at each probe, with the exception of the final probe; here perseverative statements rose slightly. Greatest decreases occurred in percentages of inappropriate questions and perseverative statements. Findings confirmed the theory that children with schizophrenic language patterns lack the ability to monitor auditorily their own output. (CL)

ED 285 337 EC 200 274

Proctor, Adele
Tactile Aid Usage with Young Hearing-Impaired Children.
PUB DATE- Nov 86
NOTE- 25p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Aids (for Disabled); Expressive Language; *Hearing Impairments; *Language Acquisition; *Lipreading; *Listening Comprehension; Oral Language; Preschool Education; Receptive Language; *Sensory Aids; *Tactual Perception
IDENTIFIERS- *Vibrotactile Aids

Five hearing impaired children (2 to 4 years old) were followed longitudinally while using a single channel, vibrotactile aid as a supplement to hearing aids. Standardized language tests (including the Scales of Early Communication Skills for Hearing Impaired Children, the Test for Auditory Comprehension of Language, and the Test for Auditory Comprehension of Language-Revised) measured the rate of progress in receptive and expressive language. Subjects were compared with each other and with same-aged hearing and hearing impaired peers. Pre- and post-test scores revealed an increased rate of progress in lipreading and other aspects of oral language after tactile stimulation was introduced. Data also suggested that tactile stimulation helps develop auditory awareness faster, thereby allowing for improved response to sound which, in turn, can lead to more accurate hearing tests at earlier ages. (Author/CL)

ED 285 338 EC 200 275

Proctor, Adele
Use of Maternal Language in the Clinical Assessment of the Mother-Infant Dyad: A Case Study.
SPONS. AGENCY- Northeastern Univ., Boston, Mass.
PUB DATE- 84

NOTE- 35p.; A portion of the paper was presented at the International Congress on Child Abuse and Neglect (5th, Montreal, Canada, September 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; Behavior Patterns; Case Studies; *Child Neglect; *Communication Skills; Evaluation Methods; *Failure to Thrive; Infants; *Language Styles; *Mothers; Nonverbal Communication; *Parent Child Relationship; Parenting Skills

To examine clinical implications for using maternal language as a dimension of assessment and intervention, a linguistic and behavioral analysis was completed on a mother suspected of neglect during interaction with her 5-month-old failure-to-thrive infant. Results of the videotaped sample were compared to previous research on maternal language and a second mother addressing her medically ill infant. The verbal language of the mother suspected of neglect differed in sentence form, word content, and communicative and rhythmical aspects of speech believed to convey affect. In addition, her nonverbal behaviors differed in proximity and holding patterns. The failure-to-thrive infant's communicative behavior, compared to the second infant, differed in amount and quality of vocalization, gaze, and smile. Clinical implications are discussed, including the need to examine parent-to-child language in terms of rhythmical or prosodic patterns, endearing terms, rate of production, use of commands, exclamations, rising-falling pitch patterns, amount of pause time allowed the child, and word types. Also noted is the importance of identifying positive signalling behaviors in the infant that may encourage maternal interaction. (CL)

ED 285 339 EC 200 276

Proctor, Adele
How To Consider the Situation.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Influences; Elementary Education; *Evaluation Methods; Evaluation Problems; *Family Environment; Intervention; Language Acquisition; *Language Handicaps; Observation; Play; *Social Environment; Sociolinguistics; *Speech Evaluation; *Speech Therapy; Theories

Suggestions are offered to practitioners on how to consider situational variables in the assessment and remediation of childhood language disorders. Eight sociolinguistic principles, derived from research on normally developing children, are presented. Among the principles are those which state that sociocultural patterns may vary as a function of the ethnic background of the family; the family serves as the first socializing agent and the introducer of language to the child; and traditional assessment involves indirect observation of the environment through careful questioning of the primary caregiver and parental reports. Suggestions are made for incorporating these principles into assessment and a five-step sequence from parent interview to clinician-child interaction is proposed. Remediation techniques involving simulation of frequently occurring situations through play are considered. (CL)

ED 285 340 EC 200 277

Gabriel, Roy M.

Educating Children with Special Needs in the State of Washington: A Synthesis of Recent Studies. Program Report.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Nov 86
NOTE- 38p.
AVAILABLE FROM- Northwest Regional Educational Laboratory, Document Reproduction Service, 101 S.W. Main St., Suite 500, Portland, OR 97204 ($6.40 includes postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Disabilities; Educational Quality; Elementary Secondary Education; *Outcomes of Education; *Program Effectiveness; School Districts; *State Programs; State Surveys; *Student Characteristics; Student Evaluation
IDENTIFIERS- Washington

The report synthesizes findings of seven studies on educational processes and outcomes of students with special needs in the State of Washington. Studies include a statewide assessment, statewide teacher survey, analysis of participation in categorical programs, evaluation of individual categorical programs, an investigation of an innovative program, and case studies of six districts. Analysis centers on five research topics: (1) the type and characteristics of special needs students in Washington's schools; (2) special program services available to students with special needs; (3) services to different segments of the special needs students; (4) effectiveness of programs in meeting students' needs; and (5) instructional arrangements for services (e.g., pullout versus regular classroom). Among conclusions of the analysis are: there is no single definition of educational need which adequately describes students currently receiving special program services; most special programs concentrate their efforts in the early elementary grades; the programs are successful in improving the education of children with special needs; and districts throughout the state are trying to coordinate their special program resources to best meet the needs of their special needs students. Some undesirable consequences of coordination and integration efforts--such as decreased funding following movement away from pullout programs toward in-class provision of services--are noted. (CL)

ED 285 341 EC 200 278

Adler, Jay C.; And Others
Non-Gifted Elementary and Middle School Children's Sociometric Choices of Gifted vs. Non-Gifted Helpers.
PUB DATE- Apr 87
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Elementary Education; *Gifted; Intergroup Relations; *Peer Relationship; Social Behavior; *Social Cognition; Sociometric Techniques; *Student Attitudes

The study measured the perception of children in grades 2 through 8 toward their gifted classmates, based upon responses to a sociometric question. From the total of 868 students participating, teachers designated the gifted and non-gifted. Non-gifted subjects in grades 2 and 3 were asked to indicate which peer they would go to for schoolwork help if the teacher were not available. Non-gifted subjects in grades 4 through 8 were asked to respond to the same question regarding help in math, social studies, and science. The proportion of cases in which a gifted subject was chosen by a non-gifted peer was compared with the proportion of gifted children in that grade to determine whether the choice of gifted helpmates by non-gifted peers exceeded what would be expected in random choices. Among elementary students, there was a marked tendency at all three levels of gifted subjects to be chosen as helpmates. In grades 3 and 5, nearly twice as many choices went to the gifted as might be expected. Results were mixed among middle school students, with significant choices for gifted students in seventh grade math, but not in eighth grade math. Variability suggested that factors other than academics are beginning to influence perceptions of gifted children at that age. (CL)

ED 285 342   EC 200 279

Muste, Jean; Fellows, Rae R.
Moving and Doing: How To Help Visually Impaired Children Know Their World. Second Edition.
PUB DATE- 85

NOTE- 34p.
AVAILABLE FROM- Comprehensive Eye Center, Children's Hospital, 700 Children's Dr., Columbus, OH 43205 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Body Image; Early Childhood Education; Eye Hand Coordination; *Games; Infants; Motor Development; Object Manipulation; Parent Materials; *Parent Role; Perceptual Motor Learning; Play; Spatial Ability; *Stimulation; Toys; Vision; *Visual Impairments; Visual Learning; Visually Handicapped Mobility; *Visual Stimuli; Young Children

Intended for parents, the manual contains suggestions for play and games with visually impaired children. Parents are advised to tell the children what they are doing and using while engaged in activities, to increase their knowledge of the world and of themselves. Ideas span eight areas: body awareness (touching body parts while naming them); spatial relations (exploring a ladder); balance (rolling from side to side); gross motor (reaching for toys with continuous sounds); fine motor (taking objects out and putting them in containers); locomotor (playing a first version of "tag"); vision stimulation (playing games with mirrors); and songs and rhythm games (singing simple songs with accompanying fingerplays). Each section explains the concept area and includes information on materials or equipment. (CL)

ED 285 343 EC 200 280

Final Evaluation of 1985-86 Program Alternatives to Special Education. O.E.A. Evaluation Section Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Nov 86
NOTE- 35p.; Prepared by the O.E.A. Student Progress Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Disabilities; Elementary Secondary Education; Learning Problems; *Nontraditional Education; *Program Effectiveness; Program Evaluation; *Referral; *Remedial Instruction; *Special Education; Student Placement
IDENTIFIERS- New York City Board of Education; *Program Alternatives to Special Education

The report presents data on the effectiveness of Program Alternatives to Special Education (PASE), an effort to reduce the number of students referred to special education in New York City schools. Four major evaluation issues are addressed: number of students participating in PASE during the 1985-1986 school year; reasons for student selections in PASE; impact of the program on target students; and effect on annual rate of initial school referrals to special education. Findings revealed that 16,031 students participated in the program during the year, with a majority attending elementary schools. The major reasons for participation were reading deficiencies, general learning problems, behavior problems, and problems with mathematics. Half of the PASE students received multiple services, of which the most frequent combination was reading instruction and guidance. There was a close correspondence between selection criteria and the services students received. A random impact survey of 25% of the students indicated that staff noted an improvement in both social and academic behaviors for more than one-third of the students. However, another third showed no improvement and approximately 20% lost ground. Overall, initial school referrals to special education dropped 15.6% for schools with PASE programs. (Author/CL)

ED 285 344 EC 200 281

Sigmon, Scott B.
The Dialectic of Special Education: Postscript to a Radical Analysis.

PUB DATE- Dec 86
NOTE- 10p.; For related document, see ED 273 077.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Educational Policy; Educational Trends; Elementary Secondary Education; *Identification; Incidence; Individualized Instruction; *Learning Disabilities; *Mild Disabilities; Social Influences; Sociocultural Patterns; *Student Placement
IDENTIFIERS- Education for All Handicapped Children Act

The author elaborates on his own ideas and the reactions of other professionals to his earlier work, "A Radical Perspective on the Development of American Special Education with a Focus on the Concept of Learning Disabilities." A narrow reliance on psychology and medicine has contributed to current policy crises regarding identification of students as mildly handicapped. Public Law 94-142 mandates that the federal government provide much of the funding for special education, and this has driven most of today's so-called mildly handicapped into special programs. While learning disabilities of neurological genesis do exist, the learning disabilities (LD) classification includes underachievers without any contributing medical history. The regular education community may become increasingly unwilling or unable to cope with those who deviate from some average expectation for social and academic performance. Assessment and intervention should be integrally related. The mildly handicapped should receive remedial instead of special education, or more attentive in-class (individualized) instruction. In this way we can move towards delimiting the LD, and other mildly handicapped, populations while serving those truly in need of special help. Special education can then be directed away from serving society's need to control populations and toward maximizing everyone's potential and opportunity. (JW)

ED 285 345 EC 200 282

Shaver, James P.; And Others
The Modification of Attitudes Toward Persons with Handicaps: A Comprehensive Integrative Review of Research. Final Report.
Utah State Univ., Logan. Bureau of Educational Research.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 28 Feb 87
NOTE- 585p.; Research in Education of the Handicapped Program.
GRANT- G008530210
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; Attitude Measures; Desensitization; *Disabilities; Effect Size; *Exceptional Child Research; Literature Reviews; Meta Analysis; Positive Reinforcement; Reliability; *Research Design; Research Methodology; *Research Reports; Validity

This final report analyzes results of a comprehensive, integrative review of 273 primary research studies on modifying attitudes toward disabled persons. Attitude modification approaches identified included providing information, direct contact with disabled persons, vicarious experiences related to having a disability, systematic desensitization, positive reinforcement, and combinations of these approaches. The primary analytic focus was on mean effect sizes: 644 effect sizes, obtained from 200 reports, constituted the main data set. Outcomes were not related to three basic indicators of study quality (general treatment validity, general internal validity, and adequacy of test validity). Methodological quality was not high, treatment effects were moderate and heterogeneous, and treatment techniques were heterogeneous in characteristics and outcomes. The studies differed on such characteristics as type of comparison, time of posttest, and type of dependent measure. Alternative and supplementary data explorations did not produce results markedly different from the analyses of individual effect sizes. Among the areas of needed improvement in research methodology are definition of the construct of "attitude toward persons with disabilities," selection of assessment techniques that yield reliable and valid scores, attention to treatment validity (including more careful reporting of procedures and design elements), and the development of programmatic, replication-oriented research. (Author/JW)

ED 285 346 EC 200 283

"Resources for Parents," "Resources for Parent Educators," and "Materials on Family Support Services." IPHA Birth-to-Three Clearinghouse Bibliographies 1, 2, and 9.

Illinois Public Health Association, Springfield.

SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.

PUB DATE- Mar 87

NOTE- 38p.; Printed on colored paper. For related documents, see EC 200 284-286.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Counseling Techniques; *Disabilities; Early Childhood Education; Educational Resources; Family Life; Family Programs; Home Programs; *Infants; Intervention; Parent Child Relationship; *Parent Education; *Parenting Skills; Teaching Methods

Three separate bibliographies, dealing with disabled infants up to 3 years of age, list books, journal articles, research studies, manuals, and other publications regarding resources for parents, resources for parent educators, and materials on family support services. Sixty resources are listed for parents, including literature dealing with teaching children, parenting skills, and child care. The 157 references listed as resources for parent educators include coverage of parental influence, home intervention programs, family coping styles, and parent professional relationships. The 107 references listed as materials on family support services include literature regarding family and parental stress, counseling techniques, assessment and treatment of families, and family programs. Materials publication dates range from 1980 to 1987. (CB)

ED 285 347 EC 200 284

"Resources on Early Childhood Special Education (A. Emphasis on Curricula; B. Emphasis on Assessment)" and "Resources on Developmental Toys and Play Therapy: IPHA Birth-to-Three Clearinghouse Bibliographies 3, 4, and 11.

Illinois Public Health Association, Springfield.

SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- Mar 87
NOTE- 33p.; Portions printed on colored paper. For related documents, see EC 200 283-286.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum; *Curriculum Development; *Disabilities; *Early Childhood Education; Educational Games; Educational Resources; Handicap Identification; Infants; *Intervention; Play; *Special Education; *Student Evaluation; Therapy; Toys

Three separate bibliographies list journal articles, books, manuals, curriculum guides, and other publications regarding early childhood special education. The first bibliography presents 90 references on curriculum and curriculum development in early childhood special education, including coverage of curricula for high-risk and handicapped infants, infant and toddler programs, and teaching techniques. The second bibliography, on assessment during early childhood special education, lists 108 references covering early identification and remediation techniques, intervention programs, individual development, and characteristics of at-risk children. The third bibliography lists 24 references covering developmental toys and play therapy techniques for infants with disabilities. Materials have publication dates ranging from 1978 to 1987.(CB)

ED 285 348 EC 200 285

"Medical Texts and Jorunals," and Resources on "Prenatal Risk," "Premature and Low Birthweight Infants," "Infant Nutrition and Breastfeeding"; "Effectiveness of Early Intervention." IPHA Birth-to-Three Clearinghouse Bibliographies 5, 6, 7, 8, and 10.
Illinois Public Health Association, Springfield.
SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- Mar 87
NOTE- 48p.; Printed on colored paper. For related documents, see EC 200 283-286.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Birth Weight; Breastfeeding; *Disabilities; Early Childhood Education; Educational Resources; Genetics; High Risk Persons; *Infant Behavior; *Infants; Intervention; *Nutrition; Parent Child Relationship; *Premature Infants; *Prenatal Influences
IDENTIFIERS- *Early Intervention

Five separate bibliographies present citations of resources regarding prenatal risk, premature and low birthweight infants, infant nutrition and breastfeeding, and early intervention for infants with disabilities. The first bibliography lists 133 references from medical texts and journals regarding child development, disabilities, diagnosis, and treatment. Resources on prenatal risk are presented in the second bibliography's 77 citations, including literature about the parent-child relationship, bonding, genetic problems, and prevention of prenatally influenced disabilities. The third bibliography includes 49 citations regarding premature and low birthweight infants, including coverage of feeding techniques, developmental needs, and nutritional care. The effectiveness of early intervention is addressed in the fourth bibliography's 34 annotated citations. The fifth bibliography presents 27 citations dealing with infant nutrition and feeding, including breastfeeding and nutritional care. Materials have publication dates ranging from 1977 to 1986. (CB)

ED 285 349   EC 200 286

Clearinghouse Materials on "Blind and Visually Impaired Children," "Mental Regardation," "Down Syndrome," and "Language Acquisition and Development." IPHA Birth-to-Three Clearinghouse Bibliographies 12, 13, 14, and 15.

Illinois Public Health Association, Springfield.

SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.

PUB DATE- Mar 87

NOTE- 29p.; Printed on colored paper. For related documents, see EC 200 283-285.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Blindness; Child Development; *Disabilities; *Downs Syndrome; Early Childhood Education; *Infants; Language Acquisition; Language Skills; *Mental Retardation; Skill Development; *Visual Impairments

Four separate bibliographies list references regarding infants with such disabilities as blindness, visual impairments, mental retardation, and Down Syndrome. Citations listed include journal articles, books, manuals, and other publications. The first bibliography lists 24 references regarding blindness or visual impairments in infants and ways to work with them. The 55 citations in the second bibliography deal with mental retardation in infants. The third bibliography lists 45 citations dealing with Down Syndrome. The 42 citations in the fourth bibliography deal with language acquisition and childhood development of infants. Materials have publication dates ranging from 1977 to 1987. (CB)

ED 285 350 EC 200 287

Edwards, Roberta M.; And Others
Trinity County STAGE Program: System for Talented and Gifted Education.
Trinity County Office of Education, Weaverville, CA.
PUB DATE- Apr 87
NOTE- 57p.; Edited by Dr. Paul Plowman.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Communication Skills; Competence; Creative Development; Elementary Secondary Education; *Evaluation Methods; *Gifted; *Individualized Education Programs; Program Descriptions; *Student Evaluation; *Talent; Talent Identification
IDENTIFIERS- *System for Gifted and Talented

The booklet explains the features of the STAGE Program (System for Talent and Gifted Education) in Trinity County, California. The STAGE scope and sequence includes competencies for gifted students in grades K through 12 with a focus on developing thinking skills, creativity, productivity, and communication skills. Competencies are briefly outlined for grades K-3, 4-6, 7-8, and 9-12, and the corresponding abilities checklists are provided. Samples of Individualized Education Plans are included in which each goal is matched with a major heading in the abilities checklist. A three-fold evaluation process makes use of the checklist, a pre-post student survey, and a weekly evaluation card. (Sample measures are included.) Group activities of the pullout program are explained which center around independent projects chosen by the students based on interest inventories. Copies of the inventories are appended. (CL)

ED 285 351 EC 200 289

Hoy, Cheri A.; Gregg, K. Noel
Description and Definition of Learning Disabilities. Academic Assessment and Remediation of Adults with Learning Disabilities: A Resource Series for Adult Basic Education Teachers.
Clarke County Board of Education, Athens, GA.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Adult and Community Education Unit.
PUB DATE- 84
NOTE- 35p.; A product of the Five County Adult Education Program. For other titles in this series, see EC 200 290-295.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); *Adult Education; Adults; *Behavior Patterns; Case Studies; Cognitive Processes; *Definitions; *Learning Disabilities; *Student Characteristics

The first of seven monographs on adults with learning disabilities (LD), the document focuses on the evidences of LD in adults.

Difficulties in adjustment after school are noted and exemplified in a case study. Case studies are also cited to show the evidence of LD in cognitive processes, academics, and behavior, and to demonstrate the interrelationships among areas of learning. Deficiencies identified in research are listed for the areas of oral language, thinking and reasoning, interpersonal relationships, behavior, reading, mathematics, and written language. The definition of LD adopted by the Association for Children and Adults with Learning Disabilities is presented and explained. A glossary of approximately 50 terms concludes the booklet. (CL)

ED 285 352 EC 200 290

Hoy, Cheri A.; Gregg, K. Noel

Appraisal and Assessment of Learning Disabilities, Including a Special Bibliography. Academic Assessment and Remediation of Adults with Learning Disabilities: A Resource Series for Adult Basic Education Teachers.

Clarke County Board of Education, Athens, GA.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Adult and Community Education Unit.

PUB DATE- 84

NOTE- 26p.; A product of the Five County Adult Education Program. For other titles in this series, see EC 200 289-295.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Achievement; *Adult Education; Adults; *Classroom Observation Techniques; Cognitive Development; Diagnostic Teaching; Error Patterns; *Evaluation Methods; Informal Assessment; *Interviews; *Learning Disabilities; *Student Evaluation

The second in a series of manuals on adults with learning disabilities, the booklet covers assessment techniques. The nature of assessment as an ongoing process is stressed, and the role of observation (both systematic and nonsystematic) and interview data are discussed. A seven-step evaluation sequence is proposed, with the major goal of interpreting the error patterns which will indicate processing strengths and weaknesses. The importance of the interview between adult education teacher and adult student is pointed out, and guidelines are suggested for structuring the interview environment. The contribution of adult education teachers to evaluation of cognitive functioning is noted. Specific measures for assessing general cognitive ability, language, academic achievement, written expression, and personality are listed. Two bibliographies are appended--one on neurological assessments, screening and placement, and prevailing assessment strategies; and one on general background information for adult education teachers encountering a learning disabled student. (CL)

ED 285 353 EC 200 291

Hoy, Cheri A.; Gregg, K. Noel
Assessment and Remediation of Oral Language. Academic Assessment and Remediation of Adults with Learning Disabilities: A Resource Series for Adult Basic Education Teachers.
Clarke County Board of Education, Athens, GA.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Adult and Community Education Unit.
PUB DATE- 84
NOTE- 27p.; A product of the Five County Adult Education Program. For other titles in this series, see EC 200 289-295.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adults; Auditory Discrimination; Behavior Patterns; Evaluation Methods; Grammar; *Informal Assessment; Interpersonal Competence; Language Skills; Language Tests; *Learning Disabilities; *Oral Language; *Remedial Instruction; Semantics; *Student Evaluation; Vocabulary

The third of seven booklets on adults with learning disabilities, this manual addresses the evaluation and remediation of oral language difficulties. An assessment section focuses on behaviors and disorders which adult education teachers should look for as well as informal diagnostic tasks in auditory discrimination, grammar, vocabulary, social use of language, and oral language recall. The remediation section parallels the assessment information section, presenting suggestions for remediating problems in auditory discrimination, grammar, vocabulary and underlying meaning, word finding, semantics, social language skills, and oral language recall. It is pointed out that few commercial materials exist for oral language instruction of the learning disabled; however, five references are listed and these are followed by a longer bibliography which includes descriptions of materials and techniques and which offer useful ideas that may be adopted according to the needs of each student. (CL)

ED 285 354 EC 200 292

Hoy, Cheri A.; Gregg, K. Noel
Assessment and Remediation of Written Language. Academic Assessment and Remediation of Adults with Learning Disabilities: A Resource Series for Adult Basic Education Teachers.
Clarke County Board of Education, Athens, GA.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Adult and Community Education Unit.
PUB DATE- 84
NOTE- 32p.; A product of the Five County Adult Education Program. For other titles in this series, see EC 200 289-295.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adults; Capitalization (Alphabetic); Evaluation Methods; Informal Assessment; *Learning Disabilities; Perceptual Handicaps; Punctuation; Questioning Techniques; *Remedial Instruction; *Spelling Instruction; *Student Evaluation; Syntax; *Writing (Composition); *Written Language

The fourth of seven booklets on adults with learning disabilities, this manual examines the assessment and remediation of written language problems. Spelling assessment activities are described, including lists of questions designed to investigate auditory skills, tactile skills, and visual skills. Also considered is assessment of punctuation, capitalization, syntax, organization, and ideation. Remediation activities are proposed for spelling errors caused by auditory and visual deficits, as well as errors in punctuation, capitalization, written syntax, organization, and ideation. Publications on specific topics, a brief list of materials, and a list of references conclude the booklet. (CL)

ED 285 355 EC 200 293

Hoy, Cheri A.; Gregg, K. Noel

Assessment and Remediation of Reading. Academic Assessment and Remediation of Adults with Learning Disabilities: A Resource Series for Adult Basic Education Teachers.

Clarke County Board of Education, Athens, GA.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Adult and Community Education Unit.
PUB DATE- 84
NOTE- 24p.; A product of the Five County Adult Education Program. For other titles in this series, see EC 200 289-295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adults; Auditory Discrimination; *Informal Reading Inventories; *Learning Disabilities; Memory; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Tests; *Remedial Instruction; *Student Evaluation; Tactual Perception; Visual Discrimination; Vocabulary Development

The booklet, fifth in a series, examines the assessment and remediation of reading difficulties in adults with learning disabilities. The section on assessment concerns touches upon reading recognition difficulties, and includes a list of questions for investigating auditory, tactile, and visual processes. Reading comprehension difficulties are also addressed. Remediation approaches are listed for reading recognition skills according to problems in eight areas: auditory, visual, word categories, context clues, comprehension, memory, vocabulary, and specific reading comprehension skills. Resource materials are listed for word attack skills, vocabulary development, and comprehension. (CL)

ED 285 356 EC 200 294

Hoy, Cheri A.; Gregg, K. Noel

Assessment and Remediation of Mathematics. Academic Assessment and Remediation of Adults with Learning Disabilities: A Resource Series for Adult Basic Education Teachers.

Clarke County Board of Education, Athens, GA.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Adult and Community Education Unit.
PUB DATE- 84
NOTE- 24p.; A product of the Five County Adult Education Program. For other titles in this series, see EC 200 289-295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adults; Calculators; *Classroom Observation Techniques; Computation; Informal Assessment; *Learning Disabilities; Mathematics; *Mathematics Instruction; *Mathematics Skills; Number Concepts; *Problem Solving; Remedial Instruction; *Student Evaluation

This publication, the sixth of seven booklets intended for adult education teachers of students with learning disabilities, reviews assessment and remediation considerations in mathematics. Observation of math disabilities is discussed in terms of social and general academic environment, calculation activities, quantitative concepts, and applied problem solving. The remediation section lists instructional suggestions for specific difficulties in calculation (such as remembering math facts and correctly sequencing multidigit numbers), concept learning (including understanding mathematical symbols, remembering and reading mathematical abbreviations, and generalizing quantitative concepts), and applied problem solving (such as using correct operations, sequencing solution steps, organizing problem data, and determining whether the solution is correct). Following a brief discussion of the role of calculators a list of materials and references is provided. (CL)

ED 285 357 EC 200 295

Hoy, Cheri A.; Gregg, K. Noel
Occupational and Career Information. Academic Assessment and Remediation of Adults with Learning Disabilities: A Resource Series for Adult Basic Education Teachers.
Clarke County Board of Education, Athens, GA.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Adult and Community Education Unit.
PUB DATE- 85
NOTE- 23p.; A product of the Five County Adult Education Program. For other titles in this series, see EC 200 289-294.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adult Education; Adults; *Career Development; Career Guidance; Job Application; *Job Search Methods; Job Skills; *Learning Disabilities; *Occupations; *Prevocational Education; Self Evaluation (Individuals); Vocational Adjustment; Vocational Interests

This manual, the final document in a series, is intended to help adult education teachers help learning disabled (LD) students function in the world of work. The need for adults to develop personal-social and daily living skills along with the ability to adjust to the pluralistic nature of society is stressed. An approach to identifying strengths and weaknesses in LD adults is described and implications for vocation selection and job performance are noted. Job search strategies are outlined, including finding a position availability announcement, making an application, interviewing, and surviving on the job. Relevant federal agencies and general non-federal resources are listed along with information on materials available from five commercial publishers. (CL)

ED 285 358 EC 200 296

Smith, Rocio DeMateo
Multicultural Considerations: Working with Families of Developmentally Disabled and High Risk Children. The Hispanic Perspective.
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the conference of the National Center for Clinical Infant Programs, "Vulnerable Infants, Stressed Families: Challenges for Research and Practice" (Los Angeles, CA, February 20-22, 1987). For related documents, see EC 200 297-298.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); *Cultural Background; *Cultural Differences; *Developmental Disabilities; Family Relationship; Family Role; *High Risk Persons; *Hispanic Americans; Infants; *Intervention; Parent Teacher Cooperation; Values

The paper first points out how important it is for professionals who work with families and infants with developmental problems to be aware of ethnic and cultural differences, and then goes on to discuss some values typically held by Hispanic Americans.

Professionals should understand the family's immigration history and status in order to know their needs and their approach to services. Family roles, including the dichotomous role of the mother and the dependence on other family or extended family members, have implications for services. The importance of manners and deference to others should be grasped so that professionals do not misconstrue attitudes of family members. Socioeconomic status and religious beliefs and superstitions affect the acceptance of handicaps within the family. The paper concludes with a caution against allowing oneself to be misled by one's own prejudices and attitudes into misinterpreting behaviors by people from other cultures. (CL)

ED 285 359 EC 200 297

Leung, Brian
Cultural Considerations in Working with Asian Parents.
PUB DATE- Feb 87
NOTE- 6p.; Paper presented at the conference of the National Center for Clinical Infant Programs, "Vulnerable Infants, Stressed Families: Challenges for Research and Practice" (Los Angeles, CA, February 20-22, 1987). For a related document, see EC 200 296.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Asian Americans; *Cultural Background; *Cultural Differences; *Disabilities; Family Relationship; *Values

The paper examines cultural variables of which providers of educational services should be aware when working with Asian American parents. Preliminary cautions are expressed regarding different underlying reasons for similar overt behavior, the vast scope of within-group differences among Asians, and difficulties of determining the extent of influence of cultural values on individuals' or families' behaviors. Culturally related considerations are noted, including the tendency to misinterpret the interactional patterns of Asians with professionals. The author sets forth three levels of variables which providers should understand: (1) basic Asian cultural orientations towards receiving outside assistance; (2) the language barrier and day-to-day survival issues; and (3) emotional and physical traumas from war, as experienced by the Asian refugee populations. Similarities and differences among "chopstick" and "non-chopstick" cultures are charted. The paper concludes with suggestions of appropriate questions which may be asked to gain insights into the culture. (CL)

ED 285 360 EC 200 298

Turner, Alfreda
Multicultural Considerations: Working with Families of Developmentally Disabled and High-Risk Children. The Black Perspective.
PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the conference of the National Center for Clinical Infant Programs, "Vulnerable Infants, Stressed Families: Challenges for Research and Practice" (Los Angeles, CA, February 20-22, 1987). For a related document, see EC 200 296.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Black Family; *Blacks; *Child Rearing; *Cultural Differences; *Disabilities; Family Relationship; *Family Role; *Infants; Parent School Relationship; Stress Variables; Values

The paper examines culturally specific values among low socioeconomic blacks which influence their response to a disabled or high risk child within the family. First is the extended family and the dependence on family rather than on social agencies for assistance in child care and support. The second cultural characteristic, the overall openness of blacks in expressing their feelings, especially to family members, may account for limited use by blacks of counseling services and support groups. A third factor, the general attitude toward and expectations for children, causes difficulties because blacks stress a highly personal style for their children rather than one emphasizing exploration of objects and the physical environment, as most intervention programs stress. Finally, the support that religion provides for many blacks in their day-to-day problems helps families cope with a handicapped member. The paper concludes with several examples in which culturally specific values can make communication between families and service providers difficult, and four books on the subject of conflicting cultural styles are recommended. (CL)

ED 285 361 EC 200 299

Bowman, Jan E.
When Is Intervention an Ounce of Prevention? Reconceptualizing the Prereferral Intervention Process.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; *High Risk Persons; *Intervention; Labeling (of Persons); *Prevention; *Referral; *Slow Learners

The paper raises concerns about current intervention practices used with children who, while not handicapped, have academic and/or behavioral problems and who may be labeled handicapped. A lack of options for these high risk students is noted in regular programs, and the impact on the student and the system of the referral-to-testing-to-labeling process is explored. The paper suggests the need to examine notions about interventions and to see prereferral interventions as a series of preventive interventions. It is suggested that interventions may be viewed as strategic or nonstrategic actions, and may be classified as proactive (strategic modification at the classroom level), reactive (nonstrategic actions lacking a goal-directed, integrated, planned effect), or protensive (strategic and precautionary actions having continuance in time). The paper concludes by calling on practitioners to implement and evaluate preventive interventions before students are referred. References are appended. (CL)

ED 285 362 EC 200 300

Walters, Joan T.
Results of Integrating Special Education Studies within Regular Baccalaureate Teacher Education on Teaching Behaviors in Regular Classrooms.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Disabilities; Preservice Teacher Education; Professional Development; *Program Effectiveness; *Special Education Teachers; *Teacher Education; *Teacher Education Programs; *Teaching Skills

The study examined whether graduates and student teachers of a special education teacher education program were teaching in regular classrooms in a manner different than graduates and student teachers from the regular early childhood elementary education program. Questionnaires were completed by 120 graduates and 23 student teachers and the sample sorted into three teacher-training combinations. Field observations using the Teacher Performance Assessment Instrument were completed with competencies clustered around the general objective of graduating teachers who are competent, humane, and professionally involved. Data analysis revealed that more teachers with special education training used appropriate instructional methods and exhibited learner-centered communication behavior than those trained in regular education. Graduate special educators working in special education classes viewed their professional activities as closely related to their teaching, while regular education teachers viewed professional activities as working with the broader community. Results suggest that inclusion of specific special education preparation for general educators at the preservice level benefits the instruction of individual learners in the classroom. (CL)

ED 285 363 EC 200 452

Obringer, S. J.; Isonhood, Judith B.
Survey of the Post-Secondary Years of Students Identified as Learning Disabled.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Conference of the Mid-South Education Research Association (15th, Memphis, TN, November, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); Competence; Daily Living Skills; *Emotional Adjustment; *Employment; Followup Studies; Job Satisfaction; *Learning Disabilities; *Social Adjustment; Social Status; Surveys; *Young Adults

The study investigated the social and vocational adjustment of 25 learning disabled young adults who received services in a Specific Learning Disability program during their elementary or secondary school years. Personal interviews were conducted using a 32-item questionnaire. Among findings were that 56% were living in their parents' homes; 60% had completed high school with a traditional diploma; and 12% had completed 2 to 3 years of college. Forty-eight percent reported no involvement with the law, 4% had been arrested, and 4% convicted of a felony. In terms of jobs, 32% were currently employed in clerical, 24% in semi-skilled, 4% in professional positions; the majority reported finding their job through a relative or close friend. The majority (52%) indicated they liked their job "very well" and only 4% reported not liking their job at all. Hourly wages ranged from $3.35 to over $8.00. The vast majority reported absence from work of zero to 2 days within the past year. Twenty-four percent had kept their first job, 28% indicated they had had two jobs, and 16% had had three jobs. Reasons for job changes included going back to school (16%), conflicts with the boss (12%), and layoffs (8%). The majority displayed independent living skills: driver's licenses (100%), voting registration (64%), checking accounts (48%), and credit cards (24%). Seventy-two percent said they were currently dating. The population surveyed appeared to be heterogeneous, with overall adequate adjustment despite indications that this group tended to be underemployed and somewhat dependent on family, relatives, and close friends for decision making. The study instrument and response data are appended. (CL)

ED 285 364 EC 200 453

Rutherford, Robert B., Jr.; And Others
Correctional/Special Education Training Project. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86

NOTE- 9p.; For related documents, see ED 271 616-624.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Correctional Education; *Curriculum Development; Curriculum Guides; *Delinquency; Delivery Systems; *Demonstration Programs; *Disabilities; Incidence; *Special Education
IDENTIFIERS- *Correctional Special Education Training Project

The final report summarizes activities of the 3-year Correctional Special Education Training (C/SET) Project, designed to improve special education services to incarcerated youth and young adults. Original project goals are listed. First year activities are noted, including site visits to identify current regional correctional special education practices and an incidence study of handicapped offenders across the country. In year 2, activities included development of eight curriculum modules, publication of papers from the project's national conference, and participation of staff in regional and national meetings. The final year focused on field testing and refining of the C/SET curriculum training modules. An appendix lists major project publications, site visits, conference presentations, documents and resource papers, training modules, and network activities. (CL)

ED 285 365 EC 200 454

Poulos, Nicholis
Evaluation of the Non-Public Schools Learning Resource Centers Program. 1984-1985.
Detroit Public Schools, MI. Dept. of Evaluation and Testing.
PUB DATE- Sep 85
NOTE- 24p.; Funded under Chapter 1 of the Education Consolidation and Improvement Act.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Mathematics; *Mathematics Achievement; *Program Effectiveness; Program Evaluation; *Reading Achievement; Reading Difficulties; Remedial Instruction; *Resource Room Programs; *Underachievement

The report evaluates the Non-Public Schools Learning Resource Centers Program, an approach to providing remedial reading and mathematics instruction to Chapter 1 eligible students who were underachieving in math and/or reading and whose difficulties had not been remedied by normal school services. The program featured pullout services in individual or small group sessions using a diagnostic prescriptive approach. Pre- and posttesting on the California Achievement Test as well as rate of gain analysis on the extent of academic progress expected of enrollees based on previous and actual performance were computed. Results revealed that project subjects in three of nine grade levels generally equaled or exceeded national norming group gains in reading. In addition, subjects in six grade levels generally exceeded performance expectations based on prior achievement records. In mathematics, program subjects in four of the seven grade levels analyzed generally equaled or exceeded norming group standards. Subjects in five of the grades generally surpassed levels expected of them via prior years' performance. The program was seen to be generally successful in achieving its purpose, and its continuation was recommended. (CL)

ED 285 366 EC 200 455

Wilkinson, Cheryl Y.; And Others

Goals and Objectives Targeted in Individualized Education Programs Developed for Exceptional Limited English Proficient and English Proficient Hispanic Students.

Texas Univ., Austin. Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 86
NOTE- 56p.; Some data tables contain small print.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Hispanic Americans; *Individualized Education Programs; Intervention; Language of Instruction; *Learning Disabilities; *Limited English Speaking; *Mild Mental Retardation; Objectives; State Standards; *Student Educational Objectives
IDENTIFIERS- Texas

The study was designed to identify (1) the academic and behavioral areas most often addressed in the Individualized Education Programs (IEPs) of limited English proficient (LEP) and English proficient (non-LEP) mildly handicapped Hispanic students; and (2) the priority rankings assigned by Admission, Review and Dismissal committees to each area. Data were collected from IEPs of 396 Hispanic children in grades 1 through 6 in three Texas districts, and an instrument was devised to code common categories for goals and objectives. Results indicated that reading, written expression and spelling were the goal areas most frequently specified for learning disabled (LD) children across districts. The most frequently listed categories were all reading related, and included word attack skills, passage comprehension, and word recognition. Goals for LD LEP and non-LEP children were similar both within and across districts. Data for mentally retarded LEP and non-LEP Hispanic students suggested that although all of the districts gave priority to developing the academic skills of mentally retarded students, districts also stressed more basic language and social skills. Few references to language of instruction were found. Implications addressed include the need to adapt IEP forms for students with limited English proficiency and to have state-developed minimum compliance standards to assure that IEPs address not only the handicapping conditon but linguistic, cultural, and other sociocultural variables as well. References and 18 data tables are included. (CL)

ED 285 367 EC 200 456

Sabitino, R.; And Others
Introduction to Vocations: A Teacher's Guide for the Educationally Handicapped. Revised.
New Jersey Vocational-Technical Curriculum Laboratory, New Brunswick.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
REPORT NO.- CE-1003
PUB DATE- Sep 81
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Development; *Career Exploration; Career Guidance; Construction Industry; Daily Living Skills; Interpersonal Competence; Job Skills; Manufacturing; *Mild Mental Retardation; *Money Management; *Neurological Impairments; *Perceptual Handicaps; Self Concept; Vocational Interests

The guide is intended to develop realistic self concepts and goals as a basis for wise career and educational decisions by mildly retarded, neurologically impaired, and perceptually impaired students. An initial section lists learning charcteristics of handicapped students and pairs them with suggested teaching procedures. Lessons with objectives and procedural information are presented for two topic areas: (1) self and career awareness (covering the student as an individual, the student as a member of society, and choosing a career) and (2) economic aspects of living (including such areas as using newspaper advertisements, understanding a savings account, understanding insurance, buying on credit). The final section provides activities for exploration of manufacturing and construction occupations, touching on such topics as safety, job notebooks, tool learning, values and ambitions, and craft production experience. An occupational interest form and a list of indoor entry level occupations showing whether or not union membership is required are appended. (CL)

Biller, Maysoon F.
Learning Disabled Adolescents' Use of Pragmatic Functions and Code-Switching.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; Expressive Language; High Schools; *Interpersonal Competence; *Learning Disabilities; *Pragmatics; *Social Cognition

The study examined whether a difference existed between 10 learning disabled (LD) and 10 normally achieving (NA) high school students in terms of comprehension and production or use of pragmatic skills. The skills examined were pragmatic function (i.e., an utterance spoken in context with specific intent), and code-switching (i.e., modification of one's communicative style according to the attributes of the listener). Subjects listened to audiotapes of a peer model portraying nine speaking situations which involved three pragmatic functions (heuristic, interactional, and instrumental) spoken to three audiences (authority figure, peer, and subordinate). After completing a written comprehension task, each subject role played the nine speaking situations. Audiotapes were evaluated according to how accurately each response conveyed the communicative intent when speaking to the intended audience. Analysis of results indicated that a significant difference did not exist between LD and NA subjects' ability to comprehend the pragmatic skills used in the social situations. Both groups correctly identified the intended audience and intent in seven of the nine speaking situations. However, LD subjects were significantly poorer in using the pragmatic skills in social situations than their NA peers. A significant correlation between comprehension and production or use of pragmatic skills did not exist. A list of definitions, a matrix of the nine speaking situations, and lists of identification measures, programs and materials conclude the document. References are provided. (CL)

ED 285 369 EC 200 458

Chandler, Louis A.
Childhood Stress: The Teacher's Role.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); *Coping; Elementary Secondary Education; *Emotional Adjustment; *Emotional Problems; *Stress Management; *Stress Variables; *Teacher Role

The paper examines the effects of stress on children and considers ways in which teachers can help them cope. Three major sources of stress are identified: (1) normal developmental stress, such as pressure for academic success; (2) endemic social stress, resulting from such social trends as rising divorce rates and the general erosion of the family; and (3) stressful life events, including family moves and learning problems in school. The effects of parents' responses to the increased instability in children's lives are weighed, particularly parental ambivalence and tentativeness toward their children. Teachers are advised to create low-stress environments in their classrooms and to impose order, structure, and predictability in the class routine. Teachers also need to help children come to terms with academic demands and the stress associated with them. (CL)

ED 285 370 EC 200 459

Moore, Elizabeth; Allen, Deborah

An Outreach Program: Addressing the Needs of the Physically Impaired in Rural Communities.

PUB DATE- Oct 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultation Programs; Cooperative Programs; Delivery Systems; Elementary Secondary Education; Occupational Therapy; *Outreach Programs; *Physical Disabilities; Physical Therapy; *Rural Education; Speech Therapy; Student Evaluation; Therapists
IDENTIFIERS- Arkansas

The paper describes a joint effort by the Easter Seal Society and the Arkansas State Department of Education to help rural districts provide appropriate services to orthopedically impaired students. The resulting outreach program provided on-site (school or home) evaluation of students' needs and practical guidelines in non-technical terms to meet those needs. Evaluation covered the psychological, therapy, special educational, and adapted physical education domains. Consultation was offered in both direct services (such as equipment loan, instruction in therapeutic handling and facilitation, and adaptation of games and activities) and indirect services (including help in finding funding sources for equipment and providing inservice training for staff). Program impact over a 7-year period is analyzed and ongoing challenges are noted. A program flowchart and an equipment list are appended. (CL)

ED 285 371 EC 200 460

Workman, Susan; Gage, Jim
Frontiers of the Mind: Serving Gifted Children in Rural Areas.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Curriculum Development; *Disadvantaged Youth; Elementary Education; *Gifted; *Inservice Teacher Education; Institutes (Training Programs); Memory; *Minority Groups; Practicums; *Rural Areas; Semantics; *Summer Programs
IDENTIFIERS- Structure of Intellect

A summer institute trained 18 teachers to identify and plan curriculum for gifted minority and disadvantaged young children from culturally different and remote rural areas. Theory and practicum emphases were included in the program. Teachers were trained in the Structure of the Intellect (SOI) model. Sixty-eight children from the Alpine (Texas) Independent School District were selected to participate in the 4-week program which would serve as a laboratory for the teachers. During the first 7 days of the institute, the children were tested, individual and group profiles were plotted, and lessons planned to meet individual needs. Teaching teams developed weekly units in which SOI activities were integrated. At the conclusion of 15 half-days of instruction, all 68 children were retested with an SOI instrument. Significant gains were registered in memory and evaluation, figural reasoning and cognition, and semantic processing, and in three of the four processes measured by the reasoning readiness test. Teachers also made significant gains in the figural and symbolic dimensions. (CL)

ED 285 372 EC 200 461

Knox, Jane; Kozulin, Alex
Vygotskian Tradition in the Psychological Study of Handicapped, Particularly Deaf Children.
PUB DATE- Apr 87
NOTE- 36p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD) (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Cognitive Psychology; *Deafness; *Disabilities; Elementary Secondary Education; *Foreign Countries; History; Sign Language; *Theories
IDENTIFIERS- USSR; *Vygotsky (Lev S)

The paper reviews theories of Lev Vygotsky, founder of the Soviet school of cognitive developmental psychology and an architect of Soviet defectology, the discipline concerned with physically and mentally handicapped children. Three of his basic concepts are explained: (1) "cultural" versus "natural" mental functions; (2) material and symbolic tools; and (3) the dialogical character of learning. Implications of his theories for deaf education are considered, including his conclusion that polyglossia--the acquisition of speech by various verbal means--is the unique feature of the deaf child's development and the most productive path to the child's intellectual growth. Current practice in deaf education in the Soviet Union is modeled on Vygotsky's principles and those of his students and his collaborator, A. Luria. The evolution of Vygotsky's thinking concerning sign language is discussed. (CL)

ED 285 373 EC 200 462

Scarpati, Stanley; Fischer, Louis
Recent Legal and Programmatic Developments in the Education of the Handicapped in Massachusetts.
PUB DATE- May 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Compliance (Legal); Court Litigation; *Disabilities; Educational Trends; Elementary Secondary Education; Equal Education; Individualized Education Programs; *Legal Problems; *Legislation; Special Education; State Standards; *Trend Analysis
IDENTIFIERS- *Massachusetts

The paper explores recent legal and programmatic changes in the education of the handicapped in Massachusetts. A first section highlights some aspects of the law, including court interpretations of the meaning of "appropriate education" and examples of state legal standards that are different than federal standards. Also addressed are issues of program delivery, identification of young children with handicaps, and systems for program placement. Massachusetts' procedures for developing the Individualized Education Program are reviewed. The authors conclude by raising issues which must be faced by educators, such as cost concerns, and questions of equity and legality. (CL)

ED 285 374 EC 200 463

Foulds, Richard, Ed.
Interactive Robotic Aids--One Option for Independent Living: An International Perspective. Monograph Number 37.
World Rehabilitation Fund, Inc., New York, NY.
REPORT NO.- ISBN-939986-50-1
PUB DATE- 86
NOTE- 71p.; A product of the International Exchange of Experts and Information in Rehabilitation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Foreign Countries; *Physical Disabilities; *Rehabilitation; *Robotics; *Severe Disabilities

The monograph is a collection of papers on the role of robotics in rehabilitation. The first four papers represent contributions from other countries: "Spartacus and Manus: Telethesis Developments in France and the Netherlands" (H. Kwee); "A Potential Application in Early Education and a Possible Role for a Vision System in a Workstation Based Robotic Aid for Physically Disabled Persons" (W. Harwin et al.); "Manipulative Appliance Development in Canada" (W. Cameron); and "Domestic Use of a Training Robot-Manipulator by Children with Muscular Dystrophy in the Netherlands" (A. Zeelenberg). Two U.S. commentaries by G. Fernie and J. Leslie address the above papers. The monograph concludes with eight papers from U.S. contributors, all of which were first presented at the 1986 Conference of RESNA-Association for the Advancement of Rehabilitation Technology. Titles and authors are: "Augmentative Manipulation" (C. Heckathorne); "An Independent Workstation for a Quadraplegic" (C. Fu); "Small Robot Arm in the Workplace to Aid in the Employment of Severely Disabled Persons" (L. Anderson); "Development and Use of a Robotic Arm System with Very Young Developmentally Delayed Children" (L. Hoseit et al.); "Evaluation of the APL/JHU Robot Arm Work Station" (W. Seamone, G. Schmeisner); "Development of an Advanced Robotic Aid: From Feasibility to Utility" (L. Leifer et al.); "CALVIN: A Robotic Control Language for Rehabilitation Robotics" (S. Minneman, T. Pham); and "Design of an Omnidirectional Mobile Robot as a Manipulation Aid for the Severely Disabled" (H. Van der Loos et al.). Appended is an issue of the newsletter, "Rehab Brief," which summarizes the information on robotic aids and the ideas on their place in rehabilitation contained in the monograph. (CL)

ED 285 375 EC 200 464

Hurtig, Anita Landau; Koepke, David
Relationship between Illness Severity, Social/Familial Variables and Adjustment in Children and Adolescents with Sickle Cell Disease.
Illinois Univ., Chicago.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- Apr 87
NOTE- 32p.; Developed at the Center for Sickle Cell Disease. Paper presented at the Biennial Meetings of the Society for Research and Development in Children (Baltimore, MD, April 23-26, 1987).
GRANT- PHS-HL-15168-14
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Blacks; Coping; *Diseases; *Emotional Adjustment; *Family Environment; *Sickle Cell Anemia; *Social Support Groups; Socioeconomic Status

The study examined the effects of social support and family functioning on illness and adjustment in 70 children and adolescents with sickle cell disease. Four sources of information were used: patient interview and standardized tests; parent interview and standardized tests; teacher interview; and medical records. Results revealed several significant correlations between the child's report of family climate and the child's adjustment. As hypothesized, family environment and family/social support significantly affected the children's adjustment. The role of social support was less clearcut. The hypothesis that illness severity and familial/social forces would be closely related was generally weakly supported. It is concluded that data supports the clinical wisdom which recognizes the crucial role of social/family factors in children's adaptation to the illness. Nine slides shown during the presentation are appended. (CL)

ED 285 376 EC 200 465

Croft, Diane L., Ed.
The Second Beginner's Guide to Personal Computers for the Blind and Visually Impaired. 2nd Edition.
REPORT NO.- ISBN-0-939173-09-3

PUB DATE- 87
NOTE- 133p.
AVAILABLE FROM- National Braille Press, Inc., 88 St. Stephen St., Boston, MA 02115 ($14.00 print, includes postage--ISBN-0-939173-09-3; $11.00 Braille--ISBN-0-939173-10-7; cassette--ISBN-0-939173-11-5; Braille and cassette copies shipped free matter for the blind).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blindness; *Computer Software; *Sensory Aids; *Speech; Visual Impairments

The guide updates one section of a previously written manual on speech software for blind and visually impaired persons. The guide presents reviews of 14 specific commercially available software programs. Software is critiqued for IBM (Enhanced PC Talking Program, Soft Vert, Screen-Talk Pro, Artic Vision, Freedom 1, and Prompt-Writer), Apple (ProWORDS, BEX, TEXTALKER, WORD-TALK, ProTERM, FILE-TALK and SlotBuster II), and Commodore (64 Reader). The guide also mentions such programs as Rapsheet, Sensible Speller, and Apple Presents Apple. A list of magazines for and by blind computer users is also provided. (CL)

ED 285 377 EC 200 466

Karcz, Stan A.
The Impact of a Special Education Related Service on Selected Behaviors of Detained Handicapped Youth.
PUB DATE- Apr 85
NOTE- 50p.; Paper presented at the Annual Convention of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Cooperation; *Attendance; Criminals; Delinquency; *Delinquent Rehabilitation; *Disabilities; Juvenile Courts; *Police School Relationship; Probation Officers; Program Effectiveness; *Recidivism; Referral; Social Services; Special Education; Suspension; Young Adults
IDENTIFIERS- Illinois (Lake County); *Incarcerated Youth; *Youth Advocate Liaison Service

This study analyzed the short-term effects of the Youth Advocate Liaison (YAL) service upon selected behavioral measures from the school, police, and courts, using a sample of 147 former securely detained youth, aged 13 through 18, in Lake County, Illinois. Data sources were 14 school districts, 2 special education units, 321 police municipalities, and the juvenile court. The methodological approach was a complete model of the problem using a Logit analysis to determine the likelihood of each desired outcome behavior. The nine independent variables were YAL service; attendance in school prior to detention; estimate of grade level of achievement; referral for special education; delivery of regular and special instructional services; related service; family income; age; and race. It was found that the presence of the YAL increased the probability of a station adjustment disposition (a preferred disposition) for all detainees regardless of race. Other findings include the following: (1) YAL service increased a White detainee's probability for school attendance but did not affect that probability for Black or Hispanic detainees; (2) YAL presence in conjunction with a referral for special education increased the likelihood for suspension; (3) YAL service decreased the probability for future custody for Hispanics and somewhat for Whites, but increased that probability for Black detainees. (Author/KM)

ED 285 378 EC 200 467

Martindale, Elizabeth S.; And Others
Accuracy of Class.LD2: An Expert System for Classifying Learning Disabled Students.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Computer Managed Instruction; *Computer Uses in Education; Decision Making; Elementary Secondary Education; *Eligibility; *Expert Systems; *Learning Disabilities; *Student Placement
IDENTIFIERS- *Student Placement Teams

The study evaluated the accuracy of Class.LD2, a computerized expert system for classifying learning disabled (LD) students. Of 264 student files, 78 files were chosen based on disagreement between multidisciplinary team and Class.LD2 decisions regarding eligibility for LD placement. These 78 cases were evaluated by three individuals expert in LD classification, who made an eligibiltiy decision for each case. Analysis of the results indicated that: (1) Class.LD2 was in agreement with the experts more often than were the placement teams; (2) the expert system's decisions were significantly correlated with those of the experts; and (3) in those cases in which the experts were in unanimous disagreement with Class.LD2, it was shown that Class.LD2 conformed strictly to state rules and regulations in making its eligibility decisions. The use of Class.LD2 by placement teams in order to encourage more data based decisions and to limit overclassification errors is also discussed. (Author/DB)

ED 285 379 EC 200 468

Biro, Patricia; And Others
High Priority Infant Tracking Project. Final Report.
Washington State Dept. of Social and Health Services, Olympia. Div. of Health.; Washington Univ., Seattle. Child Development and Mental Retardation Center.
SPONS. AGENCY- Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.
PUB DATE- Jun 86
NOTE- 262p.
GRANT- MCJ-533045
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Developmental Disabilities; *Disabilities; *Health Services; *High Risk Persons; Identification; Infants; *Maintenance; Prediction; Screening Tests; State Programs
IDENTIFIERS- *Washington

The study compared the effectiveness of the Washington State High Priority Infant Tracking Project in maintaining high risk infants in continuing health care, determining health and developmental outcomes, and surveying the use of community resources with other state tracking projects. The project identifies infants during the first 30 days of life according to 17 criteria incorporating medical, social, and environmental risk factors. Data is collected on infants at 3, 6, 18, 24, and 36 months of age via a questionnaire administered to the primary care provider. More than 85% of the high priority infants identified and enrolled have been maintained in ongoing health care and developmental surveillance. The largest groups of high priority infants had low birthweights. Medical problems identified at 3 and 6 months were predictive of later medical problems. Developmental problems identified at 6 months were predictive of later developmental problems. A significant relationship between early health problems and later developmental problems was identified. The overall incidence of health problems in the sample population was 40% and of developmental problems was 20%. A literature review demonstrating the need for such a tracking program precedes the study. Project evaluation results, minutes of a State Advisory Committee meeting at which the project was reviewed, and a transcript of the project procedures manual conclude the document. (DB)

Santos, Terry
Professors' Reactions to the Academic Writing of Non-Native-Speaking Students.
PUB DATE- Mar 86
NOTE- 79p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Comparative Analysis; *English (Second Language); *English for Academic Purposes; Error Analysis (Language); Essays; Evaluation Methods; Higher Education; Humanities; *Limited English Speaking; Science Teachers; Social Sciences; *Teacher Attitudes; Writing (Composition); *Writing Skills

A study examined how college professors reacted to non-native English-speaking students' academic writing. It looked specifically at (1) their rating on a 10-point scale of content versus language of an essay written by non-native-speaking students; (2) their rank ordering of comprehensibility, acceptability, and irritation for errors; (3) how sciences and humanities faculty react differently or similarly; and (4) the factors that are significant in professors' ratings. Two student compositions (written by one Chinese speaker and one Korean) were evaluated by 178 professors at the University of California at Los Angeles (including 34 non-native speakers of English). Results show (1) professors gave higher ratings for language than for content; (2) errors were ranked for comprehensibility, irritation, and acceptability, in that descending order; (3) lexical errors were considered the most serious; (4) the non-science professors tended to be more lenient in their judgments than the science professors; and (5) the professors' age and native language were significant factors in their judgment of language, but not composition. The sample compositions, the survey instruments, and tabulations of results are appended. (MSE)

ED 285 381 FL 016 758

Lo Bianco, Joseph
National Policy on Languages.
Australian Dept. of Education, Canberra.
REPORT NO.- ISBN-0-644-06118-9
PUB DATE- 87
NOTE- 296p.
AVAILABLE FROM- Australian Government Publishing Service, Mail Order Sales, GPO Box 84, Canberra A.C.T. 2601, Australia ($29.95 Australian currency, including sea mail postage outside Australia).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Case Studies; *English; Federal Government; Foreign Countries; *Indigenous Populations; Language Acquisition; Language Dominance; Language Maintenance; Language Planning; *Language Role; Languages; Native Language Instruction; Policy Formation; *Public Policy; Second Language Instruction; Second Language Learning; State Government; Uncommonly Taught Languages
IDENTIFIERS- *Aboriginal Languages; *Australia

A statement of national policy on languages for Australia, submitted for government consideration in response to official concern, is presented. It begins with an introductory section on the importance of language, and then provides a rationale for national language policy formulation in Australia's varied language context. A section on policy looks at the status of English and other native languages in Australia, the scope and direction of the teaching and learning of those languages, language services (translating and interpreting, the media, public libraries, and language testing), and the structure and function of an Advisory Council on Australian Languages Policy (ACALP). General and specific policy and action recommendations are made in many of those areas. Policy contributions solicited from the states and territories are also included, and brief, related case studies are interspersed in the text. A bibliography and case studies of language schools, programs, and associations are appended. (MSE)

ED 285 382 FL 016 809

Kitao, S. Kathleen
Comprehension of Indirect Requests in English by East Asian Non-Native Speakers.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Correlation; Cultural Background; *English (Second Language); *Foreign Students; Interpersonal Communication; Interviews; *Limited English Speaking; *Listening Comprehension; Listening Skills; Pragmatics; Questioning Techniques; Speech Acts
IDENTIFIERS- *Asians; Indirect Speech; *Requests

A study of the relationship of request comprehension with context and experience with the language is reported. Sixty-two East Asian non-native English speaking students from China, Japan, South Korea, and Taiwan were presented with seemingly spontaneous indirect requests during a taped interview. Their ability to respond appropriately to the requests was compared with their exposure to English and their listening comprehension as displayed in their responses to questions. Results indicate that the ability to understand requests correlates with listening ability and length of stay in English-speaking countries, but not with exposure to English. Further research could focus on other speech act types and also on methodology in teaching English as a second language. It should attempt to answer questions dealing with how students of English might be taught use and understand functions in English. (Author/MSE)

ED 285 383 FL 016 810

Kitao, S. Kathleen
Schema Theory, Reading, and Second Language Learning.
PUB DATE- 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; Cultural Background; *Cultural Context; Evaluation Methods; Individual Characteristics; Instructional Materials; Language Processing; *Learning Theories; *Measurement Techniques; *Reading Comprehension; Reading Instruction; Reading Materials; *Reading Processes; *Second Language Instruction; Second Language Learning
IDENTIFIERS- *Schema Theory

Research on schema theory in general and its specific application to reading in non-native speakers of English has important implications for the second language classroom. Studies show that readings with an unfamiliar background, including an unfamiliar cultural background, are more difficult to understand. Understanding inferences and relationships among different pieces of information is a particular problem for both native and nonnative speakers. In second-language reading classes, this implies that criteria for selecting instructional materials should include the familiarity of the background, especially at lower language proficiency levels. Prereading activities should be specifically designed to activate a schema that will be helpful to the reader. Further research is needed to determine to what extent classroom reading activities can be designed to transfer to reading outside the classroom. Five pages of references are included. (MSE)

Mery-Gorrie, Rose

Governmental Policy and Languages for Specific Purposes in Canada.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Adults; Case Studies; Educational Needs; English; *Federal Government; Federal Legislation; Foreign Countries; French; Health Occupations; *Language Planning; *Languages for Special Purposes; *Official Languages; *Public Policy; Second Language Instruction; *State Government
IDENTIFIERS- *Canada

A review of Canada's policy for languages for special purposes looks at (1) federal language policy as reflected in the Official Languages Act and the watchdog office of the Commissioner of Official Languages; (2) the policies of the provinces of New Brunswick, Quebec, and Ontario; and (3) the impact of governmental policy, and presents three case studies of French language instruction for use in health services. Canadian government policies have influenced the scope of language teaching to adults, and program content and design have been influenced by language teaching trends. Provincial policies have had a varying impact on language teaching for special purposes. In New Brunswick, community need has been a primary force in the health department's progressive policy. Quebec has been propelled into language teaching for special purposes by the adoption of French as an official language. Ontario, which is not an officially bilingual province, has designed its programs to meet an identified need rather than conforming to law. These experiences suggest that provincial policies may exert a greater influence on languages for special purposes than does federal law. (MSE)

ED 285 385 FL 016 812

Bam, Laurence; Rice, Michael

Testing--What Kind of Instrument Is It? Exactly?

PUB DATE- 26 Jun 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- African Languages; Developing Nations; English (Second Language); Foreign Countries; Government Role; Language Attitudes; Language Teachers; *Language Tests; Minority Groups; Public Education; *Public Policy; Second Language Instruction; *Social Bias; *Teacher Education; *Testing; *Uncommonly Taught Languages
IDENTIFIERS- *South Africa

South Africa's perpetuation, through its various public agencies, of separating its ethnic/language groups has gradually fostered a negative response among university educators toward the role of second language teaching and testing. As a result of this attitude, future language teachers are not learning the necessary skills or appropriate attitudes that will be required of them once they begin work as professional teachers. South Africans have achieved bilingualism and multilingualism in spite of and not because of their educational system. Since most language testing in South Africa is aimed at certification, language teachers know very little about how language proficiency is actually tested; their knowledge is limited to the basic principles of testing for achievement. This type of testing, accordingly, reflects the teaching, the teaching reflects the attitudes, and the attitudes reflect the official language policies. Teachers are not asked to consider what the purpose of testing is. Little or no time in teacher training is devoted to diagnostic or proficiency testing, design standardization, or test validation. South Africa's educational system is in a state of flux, with teachers and pupils caught in the middle of political and social conflict and uncertainty. Still,the forces resisting change are strong. Syllabuses and testing procedures have become entrenched in a self-perpetuating system where attitudes run deep. (MSE)

ED 285 386 FL 016 816

Roberts, Linda P.; Kitao, S. Kathleen
Language Diversity, Education and Development: Case Studies of the Philippines, India and Nigeria.
PUB DATE- 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Cost Effectiveness; Cultural Context; Cultural Differences; *Developing Nations; *Economic Development; *English; Language Attitudes; Language of Instruction; *Language Planning; *Language Role; Official Languages; Political Influences; *Public Policy; Second Language Instruction; Social Influences; Sociolinguistics
IDENTIFIERS- India; Nigeria; Philippines

Three diverse case studies in which developing nations (the Philippines, India, and Nigeria) have chosen English as the language of instruction for the purpose of enhancing national development are described. In each case, the linguistic situation presents serious conflicts between the forces of nationalism and modernization. The Philippines present an intricate combination of competing indigenous languages and strong colonial influences in the programs of language planning for educational development. India is a traditionally multilingual society, with no majority language but widespread use of English. Nigeria has the most complex language situation of any country in the world, with deep and serious conflicts between the indigenous languages and the former colonial language. Each case study examines why the situation is interestingly unique, describes the overall linguistic context and the historical and current language policy, examines problems in the existing system, and makes conclusions about the country's outlook for language and development education. (MSE)

ED 285 387 FL 016 836

Prado, Marcial
The Semantics of Pluralization in Spanish.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Form Classes (Languages); Morphology (Languages); Negative Forms (Language); *Nouns; *Plurals; *Semantics; *Spanish; Structural Analysis (Linguistics); *Syntax

Analysis of examples of abstract and concrete nouns reveals that pluralization in Spanish is a complex phenomenon from the semantic point of view. The number of abstract negative nouns being pluralized far outweighs that of their positive counterparts. Syntactic pluralization of abstracts implies a semantic change, and sometimes the pluralization of the abstract noun, both positive and negative, carries a drastic change in meaning. The negative semantic feature seems to provide a greater degree of individualization and concretization, facilitating combination of the semantic category with the lexical category of number. The pluralization of concrete nouns is even more complex. In nouns representing things composed of several parts (e.g., "viveres," "calores"), the plural reminds us of the parts and conveys a more complete semantic detail. In some cases, there is a noticeable semantic change (e.g., "esposas" for handcuffs or wives), and it is unclear why some concrete nouns are pluralized. A negative or pejorative connotation accompanies some syntactic plurals, and others give conflicting signs of markedness and gender. Further, the exclusive use of pluralized nouns in some idioms, where the noun's ordinary meaning has completely changed, suggests that semantic pluralization is more complex than the addition of a morpheme to the singular form. (MSE)

ED 285 388 FL 016 837

Mazur, Gertrud S.
Communicative Competence in the Beginning Foreign Language Class: Problems and Suggestions.

PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); *Educational Objectives; *Instructional Materials; Introductory Courses; Language Attitudes; Language Proficiency; Language Teachers; Language Tests; Media Adaptation; Oral Language; Power Structure; Second Language Instruction; *Student Attitudes; *Teacher Behavior

Problems in the second language classroom that hinder students from speaking the language freely and creatively arise from three sources: the teacher, the student, and the material. Problems involving the teacher include the common lack of an overall and inclusive definition of the course goal, the role and dysfunction of teacher "authority" in the classroom, and unrealistic performance expectations. Problems concerning the learner include attitudes about the language, unrealistic expectations of the course, frequent correction, and perceptions of linguistic discrepancies between himself and the teacher, all leading to frustration. Problems with materials concern primarily the sequencing and presentation. The first step in solving these problems is a firm commitment to communicative competence and oral proficiency as the single course goal. Classwork can be adjusted to meet that goal more simply than it might seem possible. It is also necessary to retain the appeal to the affective domain, allowing for self-expression while fostering interpersonal contact, and change testing methods to focus on expansion of oral skills. (MSE)

ED 285 389 FL 016 838

Best, Linda

Sociolinguistic Theories as Means to Understand and Meet the Needs of ESL College Writers.

PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Students; *English (Second Language); English for Academic Purposes; Higher Education; Individual Characteristics; *Learning Theories; *Second Language Learning; *Social Influences; Sociolinguistics; Student Needs; Teacher Role; Writing (Composition); Writing Instruction; *Writing Processes

A college student of intermediate to advanced English as a second language (ESL) is still constantly trying to identify the rules governing the language and making and correcting mistakes. Sociolinguistic theory can help to understand this type of active, advanced learner and the instructional strategies that complement this learning style. Four models of second language acquisition characterize ESL students and can lead to decisions regarding classroom strategies: the Acculturation Model, Accommodation Theory, the Interlanguage Hypothesis, and the Monitor Model. From these theories, educators can see the significance of underlying psychological factors that influence second language learning. College writing teachers in particular, because of the critical learning stage of their students, must be aware of psychological factors and attempt to identify students' attitudes and motivations. These factors include the social and academic context and self-consciousness about accent. Teaching techniques should reflect a natural, informal environment conducive to interaction. Although contrastive analysis is inappropriate in many cases, it can be used with college ESL writers to understand errors and demonstrate what works and what does not. A rich, supportive linguistic environment is vital to the long-term developmental writing process of ESL students. (MSE)

ED 285 390 FL 016 839

Ward, Gregory L.; Hirschberg, Julia
Reconciling Uncertainty with Incredulity: A Unified Account of the L*+H L H% Intonational Contour.
PUB DATE- Dec 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustic Phonetics; *Auditory Perception; English; *Interpersonal Communication; *Intonation; Models; Oral Language; Semantics; Sound Spectrographs; Stress (Phonology); Structural Analysis (Linguistics); Suprasegmentals
IDENTIFIERS- *Pitch (Language); *Tone (Language)

Analysis of an intonational contour generally used to convey uncertainty about the appropriateness of some evoked scale or scalar value (as in "Anna may marry Manny") is extended to accommodate both uncertainty and incredulity interpretations. This paper proposes a more general account of L*+HLH%, based on an acoustic and pragmatic investigation of the contour. Previous interpretations for uncertainty are discussed. The additional incredulity interpretation is analyzed in comparison with and in conjunction with the uncertainty theory, and a new interpretation of the model that reconciles the two is proposed: that the contour can convey lack of speaker commitment to the appropriateness of an evoked scale or scalar value. Additional empirical research is planned. (MSE)

ED 285 391 FL 016 840

Sirles, Craig

Evaluating Language Planning: A Procedural Outline.

PUB DATE- 28 Dec 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (New York, NY, December 28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Culture Conflict; Demography; Educational Planning; *Evaluation Criteria; *Evaluation Methods; *Language Attitudes; Language Maintenance; Language of Instruction; *Language Planning; *Language Role; *Policy Formation; Political Influences; Second Language Instruction; Social Attitudes; Sociocultural Patterns

A set of procedures for evaluating language planning and policy is proposed. The method, developed to assess language policy implementation in Morocco since independence in 1956, is suggested as a diagnostic device to assist specialists in evaluating previously implemented plans and those in progress. It isolates the linguistic and extralinguistic factors that are potential impediments to successful language planning policy implementation. These include demographic factors (nature and degree of linguistic diversity within the speech community, extent of language competence, and population dynamics); psychological factors (language attitudes and loyalties, cultural attitudes and loyalties, and motivational attitudes); sociocultural factors (the value of language as an ethnocultural symbol, the nature of societal cohesion in the community, and the desire for linguistic or cultural maintenance or assimilation); pedagogical factors (the functional adequacy of the code as a medium of instruction, functional adequacy of staffing and support materials, degree of student and teacher competence in the medium of instruction, and consistency of educational planning goals); and politico-economic factors (the makeup of the political and economic power structure, ideological commitment of the central government to implementing the plan, fiscal constraints and the economic viability of the plan, and conflict between national development and traditional values). An expanded model of language planning evaluation could help transform the existing body of planning theory into a more exact, less anecdotal area of linguistic inquiry. (MSE)

ED 285 392 FL 016 841

Daniels, Peter T.
Toward the Linguistic Study of Writing Systems: Aramaic Orthographies.
PUB DATE- Dec 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alphabets; Diachronic Linguistics; Distinctive Features (Language); Morphology (Languages); Non Western Civilization; *Orthographic Symbols; Phonology; *Syllables; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Aramaic Languages

The evolution of writing systems of the Aramaic languages is discussed, stressing the importance of looking beyond simple character forms as they occur in space and time to the interaction of scripts with languages, and the interactions of writing systems with minds and civilizations. First, the invention of the alphabet is discussed from a linguistic point of view. Morphological, phonological, and sociolinguistic factors are considered. The Aramaic languages have existed over a long span of time, in a number of forms that have been written in a considerable variety of scripts, and at several critical junctures in the history of writing. (MSE)

ED 285 393 FL 016 842

Orozco, Cecilio
English Spanish Contrasts. A Guide for Teachers.
PUB DATE- 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Contrastive Linguistics; Distinctive Features (Language); *English; Idioms; *Morphology (Languages); *Phonology; *Pronunciation Instruction; Second Language Instruction; *Spanish; Structural Analysis (Linguistics); Syntax; Teaching Guides

A guide for using language contrasts to understand and teach pronunciation differences in English and Spanish proposes that all languages are learned in basically the same order, phonetics (listening and speaking) and graphemics (reading and writing). Language can be broken down so that understandable elements (phonology, morphology, syntax, and lexicon) may be observed. Predictable areas of pronunciation difficulty are looked at, especially in cases where English has more phonemes than Spanish. Specific vowels and consonants occurring in English but not in Spanish are reviewed, noting Spanish-speakers' pronunciation tendencies and listing minimal pairs in which problems commonly occur. Notable structural (morphological, syntactical, and idiomatic) differences between the two languages are also outlined. (MSE)

ED 285 394 FL 016 843

Bialystok, Ellen
Metalinguistic Dimensions of Second Language Proficiency.
SPONS. AGENCY- Natural Sciences and Engineering Research Council, Ottawa (Ontario).
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at a symposium on Language Acquisition and Processing by Bilingual Children at the Annual Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

GRANT- A2559
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Child Language; *Cognitive Measurement; Cognitive Processes; Comparative Analysis; English; French; *Grade 1; Language Dominance; *Language Processing; *Language Proficiency; Monolingualism; Primary Education; Problem Solving; Second Language Learning; *Second Languages
IDENTIFIERS- *Metalinguistics

This study claimed that the ability of bilingual children to solve metalinguistic problems depends upon the demands of a given problem for analysis of knowledge or control of processing. It examined two hypotheses concerning bilingualism and metalinguistic problem-solving: (1) that bilingual children would be more advanced than monolingual children in their level of control of linguistic processing, and (2) bilingual children fully competent in both languages would be more advanced than monolingual or partially bilingual children in their level of analysis of linguistic knowledge. The subjects were 57 first-graders, from three schools in a suburb of Toronto, Canada, at three levels of language proficiency (English monolingual and partially or fluently French-English bilingual) but similar socioeconomic and ability levels. Three tests were administered: a test of the children's knowledge of abstract concepts associated with words, a syntax correction task, and an assessment of understanding of the arbitrary connection between linguistic form and reference in the world. Despite some inconsistencies between the predictions and results, it was concluded that children who differ in their level of bilingualism do enjoy different advantages in solving metalinguistic problems compared to each other and to monolingual children. This finding is at least partly consistent with a description of the processing skill component most involved in the solution to the metalinguistic problem. Implications of these results for the study of the analysis of linguistic knowledge, control of processing, and linguistic awareness are considered. (MSE)

ED 285 395 FL 016 844

Harrison, John S.
Civics for ESOL Students, Grade 9.
Prince George's County Public Schools, Upper Marlboro, Md.

PUB DATE- 83
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Citizenship; *Civics; Colonial History (United States); Curriculum Guides; *Democracy; English (Second Language); *Grade 9; Junior High Schools; Legislation; *Limited English Speaking; Politics; Power Structure; Symbolism; Units of Study

The curriculum guide for grade 9 civics instruction for students of English as a second language (ESOL) contains, in outline form, civics behavioral objectives and instructional units. Units of instruction cover American symbols, politicians, colonial Americans, principles of government, the Declaration of Independence, the Constitution, separation of powers, the legislative branch, the executive branch, the judicial branch, how a bill becomes law, the Bill of Rights, the Electoral College, other ideas related to the Constitution, and the rights and responsibilities of U.S. citizenship. Illustrations are included. (MSE)

ED 285 396 FL 016 845

Kamii, Constance; And Others

Spelling in Kindergarten: A Constructivist Analysis Comparing Spanish-Speaking and English-Speaking Children.

PUB DATE- Apr 87

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; English; *Error Patterns; Kindergarten; *Language Processing; Learning Processes; *Limited English Speaking; *Phoneme Grapheme Correspondence; Phonology; Primary Education; Skill Development; *Spanish Speaking; *Spelling; Syllables

A study examined the phoneme-grapheme correspondence in native English-speaking kindergartners' spelling and compared it to the results of similar research with Spanish-speaking children. It tested the hypothesis that English-speaking children make their first grapheme-sound correspondences differently because of phonological differences in the languages. The subjects of the study were 192 kindergarteners from five public schools: 30 were suburban middle-class Caucasian, 20 suburban middle-class Black, and 47 urban lower-class Black children in Alabama, plus 54 middle-class and 41 lower-class Caucasian children in a small town in Nebraska. The English-speaking children were found to make their first correspondences by consonants rather than by syllables, and signs of conflict were found between children's construction of their own spelling systems and the instruction received at the alphabetic level. (Author/MSE)

ED 285 397 FL 016 846

Moon, Gui-Sun
Nasal Harmony in Aguaruna.
PUB DATE- 12 Aug 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Speech); Diachronic Linguistics; Distinctive Features (Language); *Generative Phonology; *Language Patterns; Linguistic Theory; Morphology (Languages); Phonemes; Structural Analysis (Linguistics); Suffixes; *Syllables; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *Aguaruna; *Nasality; South America

A discussion of the nasal harmony of Aguaruna, a language of the Jivaroan family in South America, approaches the subject from the viewpoint of generative phonology. This theory of phonology proposes an underlying nasal consonant, later deleted, that accounts for vowel nasalization. Complex rules that suppose a complex system of vowel and consonant deletion are stated. Issues such as geminate structures and cyclicity of syllable structure assignment are specifically addressed, and the applicability of a number of theoretical conditions is examined. Specifically, the Linking Constraint proposed by Hayes (1986) and the Uniform Applicability Condition proposed by Steriade and Schein (1986) for geminate structures are examined as well as Harris (1983) argument with regard to the relationship between the strict Cycle Condition and the cyclicity of syllabification. Results indicate that the process of nasal harmony in Aguaruna has been well accounted for by mean of the Autosegmental Theory. (MSE)

ED 285 398 FL 016 847

Choi, Soonja
Pragmatic Analysis of Korean Modal Markers in Children's Speech.
PUB DATE- Dec 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Discourse Analysis; *Korean; *Language Acquisition; Language Processing; Morphemes; *Morphology (Languages); Pragmatics; *Speech Acts; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Modals (Verbs)

Analysis suggests that Korean children use different sentence-ending morphemes to encode different degrees to which they assimilate information into their knowledge system, and that they acquire such epistemic distinctions at a very early age. The study focuses on the occurrence of the modal markers "-ta," "-e," and "-ci," acquired during the first year of language development. The data were derived from a longitudinal study of the spontaneous speech of two monolingual Korean-speaking children. This study represents additional cross-linguistic evidence that speakers are sensitive to, and capable of grammaticizing into their modal system, different levels of status in their knowledge structure. (MSE)

ED 285 399 FL 016 848

Reading in 3 Languages. La lectura en 3 idiomas. La lecture en langues. Manual Prepared for the Bilingual Demonstration Project, Title VII.

New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 87
NOTE- 44p.; For related document, see FL 016 849.
GRANT- G008007042
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; Check Lists; Elementary Secondary Education; *English (Second Language); *Evaluation Methods; French; Individual Characteristics; Interviews; Needs Assessment; Parent Role; Psychomotor Skills; Records (Forms); *Remedial Reading; *Screening Tests; Socioeconomic Background; *Student Placement; Urban Schools

The manual contains forms, handouts, checklists, and other materials used in and developed by the Bilingual Screening and Reading Clinic Demonstration Project of New York City's Community School District 3. The materials are provided for teachers and administrators to use or modify for working with bilingual school populations in need of specialized remedial reading services. A description of the program and its philosophy is provided, and subsequent sections contain materials on screening, diagnosis, classroom planning, involving parents, and regulations and resources. The materials include student profile forms, notes on developmental stages and characteristics, referral forms, notes on the teacher's role, screening checklists, child and parent interview formats, classroom assessment profile forms, assessment worksheets, a sample case study report, sample classroom and reading center organizational materials, and form letters and authorizations. This manual is intended for parents and professionals to refer to for the following purposes: (1) to learn more about the components and activities of the Bilingual Screening and Reading Clinic Demonstration Project--Community School District #3; (2) to find appropriate explanations of and materials suitable for problems of children with whom they are in daily contact; (3) to learn about resources and problems in the areas listed in the manual; and (4) to assess the completeness of their role in the screening or diagnosis of children with reading/language needs. (MSE)

ED 285 400   FL 016 849

Henderson, Paulette; And Others

Parental Involvement (Los Padres Participan). Encouraging Parent Involvement through ESL, Bilingual Parent-Teacher Workshops, Computer Literacy Classes, and the Bilingual Adult Evening School Program. Bilingual Demonstration Project Title VII. Community School District 3.

New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 87

NOTE- 45p.; For related document, see FL 016 848.

GRANT- G0083002602

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Bilingual Education Programs; Computer Literacy; Demonstration Programs; Dialogs (Language); Elementary Secondary Education; *English (Second Language); Instructional Materials; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Second Language Instruction; Spanish Speaking; Urban Schools; Workshops

The manual contains materials developed for Spanish-speaking parents in New York City's Community School District 3 that may be useful for other bilingual parent populations in need of English language learning. The materials include a message to parents, in both English and Spanish, about the goals of parent involvement and bilingual education, and articles on: encouraging parent involvement through relevant dialogs in English-as-a-second-language (ESL) classes (sample dialogs are provided); encouraging parent involvement through reading and discussing articles on parenting; parent-teacher workshop agendas to promote cooperation; materials on the culture and customs of the United States, to be used in parent programs; and computer literacy teaching materials. (MSE)

ED 285 401 FL 016 861

Wong, Shelley Diane
Do Chinese Adult Immigrants Need Survival English?
PUB DATE- 86
NOTE- 219p.; Master's thesis, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adults; *Chinese Americans; *Communicative Competence (Languages); Community Schools; Coping; Daily Living Skills; *Educational Needs; *English (Second Language); Ethnic Groups; *Immigrants; *Language Skills; Learning Motivation; Second Language Instruction; Student Attitudes; Student Characteristics; Verbal Communication

A survey of 211 adult Chinese immigrants in a community school in Los Angeles, California reports on the adults' need and desire for survival English instruction. The study investigated: the situations and contexts for which English instruction was needed; individuals' desire to increase the range of transactions in which they can function in English; the relationship, if any, between age, sex, length of stay in the United States, educational background, previous English instruction, and interest for survival English instruction; any progression in topics of interest for study; the linguistic and non-linguistic skills and information needed to carry out survival transactions; student strategies used to cope with survival situations; and the ways in which these skills and strategies could be supplemented or improved upon by the classroom teacher. The appendices include an English translation of the questionnaire as well as the original one in Chinese; an interview schedule; survival English lessons; a seven-page list of services and resources for the Chinese community in the Los Angeles area; and transcripts of interviews (translated from Cantonese into English) conducted with ten adult students.(MSE)

ED 285 402 FL 016 862

Kitao, Kenji; Kitao, S. Kathleen
Intercultural Nonverbal Communication: A Bibliography.
PUB DATE- Jul 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bibliographies; Body Language; *Classroom Communication; Communication Skills; Comparative Analysis; *Cultural Context; *English (Second Language); Eye Contact; Facial Expressions; Foreign Countries; Information Sources; Intercultural Communication; *Nonverbal Communication; Personal Space; Publications; Racial Relations; Scholarly Journals; Second Language Instruction; Sex Differences; Skill Development; Uncommonly Taught Languages
IDENTIFIERS- *Japan; *United States

A bibliography on intercultural nonverbal communication contains citations of interest primarily to Japanese teachers of English as a second language. Citations are organized in these categories: general information; chronemics; proxemics; personal space and territory; physical appearance and clothes; kinesics (posture and gestures); tactile communication; facial expression; eye contact and gaze; paralanguage; sex differences; cultures (Japan, the United States, Western countries, and other countries); comparisons (Japan and the United States, the United States and other countries; and Western and other countries); interracial communication; and nonverbal communication in the classroom. Many of the citations, most of which are from primary sources, contain either ERIC document reproduction service numbers or Michigan State University Library call numbers. (MSE)

ED 285 403 FL 016 864

Rudin, Catherine
On Multiple Questions and Multiple WH Fronting.
PUB DATE- 87
NOTE- 66p.; Document uses small dot matrix print.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bulgarian; *Contrastive Linguistics; Czech; Language Classification; *Language Typology; Phrase Structure; Polish; Rumanian; Semantics; *Sentence Structure; Serbocroatian; *Slavic Languages; *Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Wh Questions

An analysis of languages with multiple fronting of WH words (who, what, whom, etc.) looks in detail at Polish, Serbo-Croatian, Czech, Bulgarian (Slavic languages), and Romanian (a Romance language). In spite of their superficial similarity, the Slavic and East European languages that normally put all WH words at the beginning of clauses fall into two distinct groups with different structures for multiple WH constructions. This difference in sentence structure accounts for the following systematic differences: extraction possibilities for multiple WH words; island effects; clitic position and occurrence of parentheticals and other material within the fronted WH-word sequence; and strictness of word order in multiple WH constructions in the two types of languages. The analysis also attempts to locate these two types within the broader range or typology of possible structures for multiple questions. (MSE)

ED 285 404 FL 016 869

Kemmer, Suzanne

Diachronic Processes in the Evolution of Reflexives.

PUB DATE- Dec 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Linguistic Society of America (61st, New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; *Diachronic Linguistics; Form Classes (Languages); Grammar; Hungarian; Language Classification; *Language Typology; *Morphology (Languages); Phonology; Russian; *Semantics; Structural Analysis (Linguistics); Turkish; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Old Norse; *Reflexives

An analysis of the evolution of reflexive verbs focuses on reflexive to middle voice development in two-form middle systems, which include Russian, Old Norse, Turkish, and Hungarian. The diachronic processes associated with these systems are examined. The changes in the languages over time represent a gradual change in the semantics of the morpheme undergoing the change rather than simply historical change in which a rule of reflexivization somehow generalizes to become a rule of intransitivization. Further, it appears that the semantic side of morphosyntactic change is more important than is generally recognized, and that semantic change undergone by morphosyntactic forms is a powerful motivating factor in the rise of new grammatical systems. (MSE)

ED 285 405 FL 016 870

Schaefer, Ronald P.
Reference Point Marking in Emai.
PUB DATE- Dec 86
NOTE- 43p.; Paper presented at the Annual Meeting of the Linguistic Society of America (61st, New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Developing Nations; Discourse Analysis; Grammar; *Language Patterns; Language Variation; *Nouns; Phrase Structure; *Semantics; *Sentence Structure; Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Emai; *Lexical Semantics; Markedness; Nigeria

Semantic noun classes in Emai, an Edoid language of Nigeria, are examined with respect to a process of Reference Point Marking (RPM) in order to explore the relationship between discourse and lexical semantics. Across pre- and post-verbal positions subcategorized by verbs like "rere" ("to be far"), these classes are shown to attract RPM in a variable manner. To describe this variability, it proves useful to recognize a spatial stability continuum ranging across and within nouns of place and nonplace, as well as two constraints. For constructions combining place and nonplace nouns, RPM affects the latter, irrespective of its position. For constructions combining exclusively place or nonplace nouns, RPM affects not only nonplace nouns in post-verbal position but the pre-verbal noun when the spatial position of its referent represents new information in discourse. Finally, through apparent irregularities in their application, these constraints on discourse form and lexical semantics are shown to interlock with assumptions of spatial stability differentially assigned to nominals functioning as Figure or Ground. (Author/MSE)

ED 285 406 FL 016 886

Otanes, Fe T., Ed.; Hale, Austin, Ed.
Studies in Philippine Linguistics, Volume 6, Number 1, 1986.
Linguistic Society of the Philippines, Manila.
REPORT NO.- ISBN-971-1059-02-9
PUB DATE- 86
NOTE- 230p.; For Volume 5, Number 1, ED 253 084.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- Descriptive Linguistics; *Discourse Analysis; Foreign Countries; Language Research; Linguistic Theory; *Narration; Phrase Structure; *Pronouns; *Story Grammar; Story Telling; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Agusan Manobo; *Deictics; *Indirect Speech; Kagan Kalagan; Quotations; Sama Bangingi; Yakan

This is the second volume of articles produced at the 1982 Summer Institute of Linguistics of the Linguistics Society of the Philippines. Seven articles from this conference appear in Volume 5, Number 1, grouped under Sections I and II. The remaining four papers, grouped under Section III, appear in this volume and deal with a variety of topics having to do with narrative discourse. "The Use of Reported Speech and Quote Formula Selection in Kagan-Kalagan" by Dag Wendel deals with reported speech and dialogue in narrative discourse, especially from the standpoint of accounting for variations in the shape of formulas of quotations. "Stative Verbs at Peak in Agusan Manobo Narrative Discourse" by Ronald L. Schumacher suggests an emotive system conveyed by statives that enhances great moments of stories in that language. "Demonstratives and the Plot in Yakan" by Dietlinde Behrens and Austin Hale looks at the role of demonstratives (deictics) in Yakan narrative, finding that a hypothesis relating the use of various deictics to the progress of the plot is more satisfactory than initial hypotheses explaining deictics in terms of emphasis (prominence) or relative location. "Focal Content in Sama Bangingi Narrative Discourse" by Jo Ann Gault considers the crucial role of demonstratives and some similar elements in marking the focal content of a story, as distinct from its eventline. (Author/MSE)

ED 285 407 FL 016 887

Hosford, Helga
The German Teacher's Companion. Development and Structure of the German Language. Workbook and Key.
PUB DATE- 82
NOTE- 640p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Diachronic Linguistics; English; *German; *Grammar; Language Teachers; Morphology (Languages); *Phonology; Reference Materials; Second Language Instruction; *Syntax; Teacher Education; Teaching Guides; Textbooks; Workbooks

This complete pedagogical reference grammar for German was designed as a textbook for advanced language teacher preparation, as a reference handbook on the structure of the German language, and for reference in German study. It systematically analyzes and describes the language's phonology, morphology, and syntax, and gives a brief survey of its origins and development. German and English structures are also compared and contrasted to allow understanding of areas of similarity or difficulty. The analysis focuses on insights useful to the teacher rather than stressing linguistic theory. The materials include a main text/reference and a separate volume containing a workbook and key. The workbook contains exercises directly related to the text. (MSE)

ED 285 408 FL 016 888

Kamada, Laurel Diane
Intrinsic and Extrinsic Motivation Learning Processes: Why Japanese Can't Speak English.
PUB DATE- Sep 87

NOTE- 34p.; Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *English (Second Language); Foreign Countries; Information Utilization; Language Proficiency; *Learning Motivation; *Learning Processes; Learning Strategies; Learning Theories; Rewards; Secondary Education; Secondary School Students; Second Language Instruction; Second Language Learning; Student Motivation
IDENTIFIERS- *Japan; Japanese People

Motivation towards English learning in Japanese schools today is analyzed according to John Condry and James Chambers' process-of-learning paradigm. The four stages of learning (initial engagement, process, disengagement, and re-engagement) are shown to emit different processes of learning in students based on whether learning is intrinsically or extrinsically motivated. Intrinsic learning motivation involves an inner desire to learn a more integrated set of skills stimulated by personal interest and curiosity. Such students tend to use more of the available English language information and are more involved in the process of learning. Extrinsically motivated students are focused on achieving the external reward, which in this case is proficiency in English on entrance examinations for higher education institutions. The emphasis is on the end product of education. Here, students tend to short-cut the learning process, use less information, and develop fewer learning strategies. Edward Deci's Cognitive Evaluation Theory is presented to show how the intrinsic motivation context changes to the extrinsic context when rewards are administered for activities that were originally intrinsic. Some suggestions are offered on how guided classroom learning may be stimulated by intrinsically motivated tasks. (Author/MSE)

ED 285 409 FL 016 889

Laing, Donald; van den Hoven, Adrian

A Comparative Study of the Syntactic Maturity and Surface Control of Grade 8 Francophones Writing in English.

PUB DATE- May 86
NOTE- 40p.; Paper presented at an International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; *English (Second Language); Error Analysis (Language); Foreign Countries; *French; Grade 8; Grammar; Junior High Schools; Junior High School Students; *Language Proficiency; Pronouns; Punctuation; Rhetoric; Sentence Structure; Spelling; State Norms; *Syntax; *Writing (Composition)
IDENTIFIERS- *Ontario (Windsor)

A study examined the written English proficiency of Windsor, Ontario francophone eighth-graders being educated entirely in French and compared it to norms for English-speaking eighth-grade children educated in English or French. Results suggest that these francophone students compare favorably with anglophone groups in syntactic maturity and surface feature control, despite weaknesses in spelling and in the use of verbs and pronouns. It is noted that the study examined limited aspects of the students' writing proficiency, and that some aspects of the francophone group's writing set it apart from the anglophone group, including use of unidiomatic expressions amounting to literal translations of French and a wider range of proficiency. Further research is suggested using more comprehensive analyses, making comparisons of native- and second-language writing proficiency, investigating influences outside the school, comparing these students with those in other communities, and looking at different grade levels. (MSE)

ED 285 410 FL 016 890

Frank, Jane

"Eating Humble Crow": Interactional Discourse Analysis of a Marital Argument.

PUB DATE- Dec 86
NOTE- 34p.; Revised version of a paper presented at the Annual Meeting of the Linguistic Society of America (61st, New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; Discourse Analysis; *Interaction Process Analysis; *Interpersonal Communication; Interpersonal Relationship; Language Styles; Sex Differences; *Spouses; *Verbal Communication; Word Frequency
IDENTIFIERS- *Argumentativeness

A marital argument over the content of a previous conversation is analyzed using an interactive discourse analysis approach. The analysis focuses on the frequency and use of particular discourse strategies to show how marked use of these strategies may not only typify speakers who share similar "high involvement" conversational styles, but also may be used and progressively modified within the structural and contextual framework provided by the argument. The role played by gender differences is also addressed, to demonstrate that the participants' discourse strategies were more reflective of their intent to maximize outcomes, or the interaction of these two phenomena, than their differences in gender. Some preliminary conclusions are drawn about the strategic use of discourse devices and their relationship to the progression of conflict within the argument's larger structural framework. (MSE)

ED 285 411 FL 016 891

Pfleger, Margo; Yang, David

PASS Tracking Study. Final Report.

Center for Applied Linguistics, Washington, DC. Refugee Service Center.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Jul 87
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Cambodians; Cultural Awareness; Educational Background; English (Second Language); Federal Programs; Foreign Countries; Language Proficiency; Literacy; Longitudinal Studies; Mainstreaming; *Program Effectiveness; *Refugees; Secondary Education; Student Adjustment; *Student Characteristics; Student Placement; Study Skills; *Transitional Programs; *Vietnamese People
IDENTIFIERS- Overseas Refugee Training Program; *Preparation for American Secondary Schools

The Preparation for American Secondary Schools (PASS) program, added to the federal Overseas Refugee Training Program in 1985, was evaluated for its effectiveness in preparing Southeast Asian refugees for American education. The study compared the school performance of students with PASS training to that of students who did not receive PASS training. Evaluation was by (1) teacher comparison of refugee students' preparation and (2) teacher ratings of student performance in five skill areas: English proficiency, English literacy, computation, school/study skills, and cultural orientation. PASS students were generally found to outperform non-PASS students in all preparation and skill areas tested, and the training was found to be especially effective for students with little or no previous education. The PASS program has had considerable success in meeting its fundamental goal of helping students acquire the self-confidence needed for academic and social success in American secondary schools, and should be viewed as an essential part of the overall refugee training program. (MSE)

ED 285 412 FL 016 892

Carrick, Bruce
Product Descriptions: ESL Software for Use with High School and Adult Students. A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, OR. Technology Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Computer Software; Continuing Education; Difficulty Level; *English (Second Language); *Grammar; High Schools; Instructional Materials; Language Skills; *Reading Instruction; Second Language Instruction; Skill Development; *Vocabulary Development; *Writing Instruction

A listing of computer software for use in high school and adult English-as-a-second-language instruction includes over 40 items, categorized for grammar, reading/writing, or vocabulary teaching, with descriptions of each. The listings include such information as the title, focus, proficiency level, components, content, comments, and brief evaluations drawn from professional journals, when available. Content page listings also include the producer's name, price, hardware requirements, and copyright date. (MSE)

ED 285 413 FL 016 893

Weihs, Otto
Modular Learning and Language Growth.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; Language Processing; *Learning Processes; Learning Strategies; *Linguistic Competence; Secondary Education; Second Language Instruction; Second Language Learning; *Teaching Methods

Theories of human cognition and language suggest that there is a gap between the phases of perception and the phases of production of language. Unfortunately, this is often forgotten in language teaching, so that beginners' courses too frequently contain simplified and non-authentic linguistic input to assure that output does not lag too far behind. It would be better to look at language learning as consisting of stages. Both the "authentic" approach and the "analytical" approach have four stages characterized by the mode of learning, ways of learning, degree of adequacy, and goal. The goal of the authentic approach is fluency and content-oriented comprehension, while the goal of the analytical approach is accuracy and awareness of linguistic form and meaning; the two approaches differ in each of the other dimensions. Evidence from practical and theoretical research supports the use of a combination of these approaches in the classroom. (MSE)

ED 285 414 FL 016 894

Schuster, Don H., Ed.
The Journal of the Society for Accelerative Learning and Teaching, Volume 10, 1985.
Society for Accelerative Learning and Teaching, Inc.
PUB DATE- 85
NOTE- 313p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acceleration (Education); *Brain Hemisphere Functions; *Classroom Techniques; Foreign Countries; Humanistic Education; Instructional Materials; Learning Disabilities; *Learning Processes; Long Term Memory; Music Therapy; Program Evaluation; Second Language Instruction; Short Term Memory; Student Attitudes; *Suggestopedia; Teacher Education; Textbook Selection; *Time Factors (Learning); Uncommonly Taught Languages; Vocabulary Development; Writing Instruction
IDENTIFIERS- Europe; Japan; South Africa; Xhosa

Four numbers of the journal contain a variety of articles on methods and programs of accelerative learning and teaching, including: "Music Therapy and Education"; "The Effects of Background Music on Vocabulary Learning"; "Terminating the Tyranny of Time from 21st Century Education"; "An Example of Limbic Learning"; "Orchestration of Internal Processing"; "Suggestive-Accelerative Learning and Teaching (SALT) with Learning Disabled and Other Special Needs Students: A Literature Review and Meta-Analysis"; "SALT, Suggestopedia, and Other Accelerative Learning Methods in Japan and Europe"; "A Study of the Effects of Attitude on Short-Term and Long-Term Information Retention"; "Research on a Humanistic Language Teaching Model"; "Survey Evaluating SALT Teacher Training Workshops at Iowa State University, 1976-1984"; "SALT in South Africa: Needs and Parameters"; "SALT in Practice: A Report on Progress"; "Music and the Teaching of Xhosa, an African Tone Language"; "Suggestopedic Texts for Foreign Language Teaching: Some Literary and Didactic Considerations"; "Mobilizing 'Reserve Energy' at Work: A Composite of Common Learning Elements"; "A Pilot Study of Accelerated Learning in the Composition Classroom"; "Love: Unspoken Catalyst of Suggestopedia"; and "Pen Pals: A Relevant Approach to Teaching Basic Writing Skills." Book reviews and indexes are also included. (MSE)

ED 285 415 FL 016 895

Birckbichler, Diane W., Ed.; And Others

Proficiency, Policy, and Professionalism in Foreign Language Education. Report of the Central States Conference on the Teaching of Foreign Languages (Columbus, Ohio, April 9-11, 1987). Selected Papers.

Central States Conference on the Teaching of Foreign Languages.

REPORT NO.- ISBN-0-8442-9319-9
PUB DATE- 87
NOTE- 150p.; For individual papers, see FL 016 896-905.
AVAILABLE FROM- National Textbook Co., 4255 West Touhy Ave., Lincolnwood, IL 60646-1975 ($10.95--order code no. 93199).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Class Activities; Comprehension; Cultural Education; Drama; *Educational Policy; Educational Technology; Elementary Secondary Education; Federal Government; Foreign Language Films; Government Role; High Schools; *Language Proficiency; Language Skills; *Language Teachers; Language Tests; Latin; Middle Schools; *Professional Development; Public Policy; *Second Language Instruction; Technological Advancement; Testing; Videotape Recordings
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines

Selected papers from a conference on language proficiency, policy, and language teacher professionalism include: "Proficiency in Perspective in the Foreign Language Classroom" (Sally Sieloff Magnan); "Teaching Foreign Languages: Policy and the Federal Role" (Paul Simon); "Proficiency in the 'Real World' of the Professional Classroom Teacher" (Lorraine A. Strasheim); "Building Proficiency: Activities for the Four Skills" (Barbara Snyder, Donna R. Long, James R. Kealey, Beverly Marckel); "The Teaching and Testing of Comprehension in Foreign Language Learning" (Elizabeth B. Bernhardt, Charles J. James); "Using Plays Proficiently in the Foreign Language Class" (John M. Purcell); "The VCR Revolution: Feature Films for Language and Cultural Proficiency" (Tom Carr, Janice Duncan); "Foreign Languages in the Middle School: Exploration, Enrollment, Excellence" (Victoria E. Sherer, Jeanine S. Biemel); "The Exploratory Wheel: A Foreign Language Program for the Middle School" (Lael Littlefield, Rafael Grenier); and "Developing a Latin Curriculum for High School" (Alan M. Corn). (MSE)

ED 285 416 FL 016 896

Magnan, Sally Sieloff
Proficiency in Perspective in the Foreign Language Classroom.
PUB DATE- 87
NOTE- 23p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Communicative Competence (Languages); *Curriculum Design; *Educational Change; *Educational Policy; *Language Proficiency; Language Tests; Second Language Instruction
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; Error Correction (Language); *Oral Proficiency Testing

A discussion of the present potential impact of the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (OPI) and Proficiency Guidelines on classroom teaching and curriculum design argues that proficiency-oriented instruction cannot and should not claim to be a new method for foreign language teaching. Although many teachers find that training in proficiency testing has an immediate and substantial impact on their classroom teaching, this impact is neither revolutionary nor unique to a proficiency orientation. Experience with proficiency concepts improves the teacher's ability to observe language use critically and pushes teachers to direct their classrooms toward purposeful communication in all four skill areas. Proficiency-oriented teaching is attractive because it embodies and builds on ideas from a variety of approaches, epecially communicative teaching. A proficiency-based curriculum starts with outcomes but does not prescribe practices. Most important, proficiency teaching brings teachers to a common dialogue, leading to reflection on and debate of issues in the theory and practice of second-language learning and teaching. (MSE)

ED 285 417 FL 016 897

Simon, Paul

Teaching Foreign Languages: Policy and the Federal Role.

PUB DATE- 87
NOTE- 7p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Government; *Government Role; Higher Education; *International Relations; International Studies; *International Trade; Language Proficiency; Public Policy; *Second Language Instruction; Teacher Education; Trend Analysis

The federal contribution to overall educational expenditure in the United States is extremely modest, and has traditionally been focused on special issues and special populations at each educational level. However, the programs have strengthened academic resources and initiated significant efforts in many areas. While funding cuts are currently being considered, the need for foreign-language-related services is clearer than ever in international trade and international relations. Language teachers will be expected to correct problems they have not created. They can do this by acknowledging the importance of the language teaching profession and supporting changing language requirements at all levels of education. (MSE)

ED 285 418 FL 016 898

Strasheim, Lorraine A.

Proficiency in the "Real World" of the Professional Classroom Teacher.

PUB DATE- 87
NOTE- 15p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Curriculum Design; *Educational Change; Educational Objectives; Educational Policy; International Studies; *Language Proficiency; *Language Teachers; Second Language Instruction; Teaching Methods
IDENTIFIERS- Error Correction (Language); *Professionalism

Interest in foreign language education is growing rapidly, linked to increased concern about international trade and international relations and a general interest in educational quality. The foreign language profession in the 1980s is committed to the development of proficiency-oriented curricula and instruction and the production of proficient students. The challenge of doing this is not as difficult as it may seem at first. What is needed is a realignment of instructional priorities rather than acquisition of new teaching behaviors. Teachers have been devoting most of their instructional time to structure-based activities, one of the reasons that error correction and emphasis on form have become a problem. Instruction should balance mechanical drills and language-use activities, with equal focus on form and message. In addition, the processes of language learning and language acquisition must be balanced in the classroom. Methodological eclecticism can be valuable if the strategic plan is dynamic and is constantly being monitored and improved upon. Classroom teachers will have to continue to experiment to bring classroom practice in harmony with language teaching goals and principles. (MSE)

ED 285 419 FL 016 899

Snyder, Barbara; And Others
Building Proficiency: Activities for the Four Skills.
PUB DATE- 87
NOTE- 23p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Communication; Communicative Competence (Languages); *Interpersonal Communication; *Language Proficiency; *Language Skills; *Relevance (Education); Second Language Instruction; Skill Development; Student Motivation; *Vocabulary Development

The concept of language proficiency and the process of language skill development are discussed, and classroom activities that build proficiency in the four language skill areas (listening, speaking, reading, and writing) are described. General considerations in using the activities are noted. Skill development activities for all skill areas have some common characteristics: relevant vocabulary, language and situations that are meaningful to the students, real communication, practice of skills needed in the real world, a direct connection between the activity and the skill being learned, and motivational power. A description of six types of activities that help students develop communicative skills in the four skill areas is presented. (MSE)

ED 285 420 FL 016 900

Bernhardt, Elizabeth B.; James, Charles J.
The Teaching and Testing of Comprehension in Foreign Language Learning.
PUB DATE- 87
NOTE- 18p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Language Processing; *Language Proficiency; *Language Tests; *Listening Comprehension; Models; *Reading Comprehension; *Recall (Psychology); Scoring; Second Language Instruction; *Short Term Memory; Testing

Instructional models for foreign language reading and listening comprehension are outlined and synthesized, and an instructional procedure based on immediate recall, a standardized method for assessing first-language comprehension, is proposed. First, the interrelated processes of reading and listening comprehension, as currently defined in the research literature, are discussed. Differences in the processing of oral and written texts and the role of individual language comprehension strategies are examined. Second, the instructional procedure itself is described and examples of student responses to the protocols for reading and listening are provided. Implications of differential student responses for lesson planning are discussed. Finally, issues in comprehension testing and scoring are addressed. (MSE)

ED 285 421 FL 016 901

Purcell, John M.
Using Plays Proficiently in the Foreign Language Class.
PUB DATE- 87
NOTE- 11p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Cultural Awareness; *Discussion (Teaching Technique); *Dramatics; *Language Proficiency; *Literature Appreciation; Media Selection; Secondary Education; Secondary School Students; Second Language Instruction

The inclusion of plays in the foreign language curriculum can result in some of the most rewarding literary experiences for students. Using plays proficiently in the classroom can be much enhanced if the play is carefully chosen to suit the students' abilities, interests, and level of maturity. Pertinent cultural and historical background, adequate linguistic preparation, and the preparation of diagrams of the stage settings establish a solid basis for critiquing the play and discussing characterization, setting, plot, and literary devices. A pleasurable concluding activity can be some form of dramatization, either in class or, more ambitiously, for an outside audience. Students will benefit greatly from the experience by acquiring not only more proficiency in the target language but also a deeper appreciation of the many possibilities to be found in drama. (Author/MSE)

ED 285 422 FL 016 902

Carr, Tom; Duncan, Janice
The VCR Revolution: Feature Films for Language and Cultural Proficiency.
PUB DATE- 87
NOTE- 15p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cultural Education; *Films; *Foreign Language Films; *Language Proficiency; Language Skills; Listening; Observation; Reading; Second Language Instruction; Second Language Learning; Skill Development; *Videotape Cassettes; *Videotape Recordings

As videocassettes of foreign films become more available, teachers will be able to show more films and bring students closer to the second language and culture. However, unfocused viewing will not develop language and cultural proficiency adequately. Class time is better spent in preparing for or reacting to the film than in viewing the film in its entirety. Students can view the film independently or in small segments. Pre-viewing activities, which can reduce the tension students feel at the dialogue's pace, can focus on linguistic features such as vocabulary and slang, cultural and historical background, scene previews, reading the screenplay, characters and plots, cinematographic topics such as directing style or the film genre's conventions, and what the student's will need to know or observe for the postviewing activities. Focused viewing exercises can stress listening, reading of credits or other writing on the screen, and observation. Postviewing activities including written assignments and class discussion can emphasize the film itself or appeal to the students' imagination and creativity. Teacher-developed viewing guides distributed to students help in each of these phases. (MSE)

ED 285 423 FL 016 903

Sherer, Victoria E.; Biemel, Jeanine S.

Foreign Languages in the Middle School: Exploration, Enrollment, Excellence.

PUB DATE- 87

NOTE- 13p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Skills; *Course Content; Cultural Awareness; English; French; German; Grade 6; Grade 7; Grade 8; *Interdisciplinary Approach; Junior High Schools; *Language Enrichment; Language Enrollment; Language Proficiency; Mathematics Instruction; *Middle Schools; Science Instruction; *Second Language Programs; Social Studies; Spanish

IDENTIFIERS- *Content Area Teaching; *Upper Arlington City Schools OH

The Upper Arlington, Ohio school reorganization, in 1983, to include a middle school resulted in the development of a seventh-grade foreign language exploration course. The course provides nine weeks each of French, German, and Spanish, and relates the languages to content areas using an interdisciplinary approach. The fourth nine weeks would be spent in a reading course not taught by the foreign language teachers. Four academic areas (social studies, science, English, and mathematics) are team-taught, and the teachers relate their individual disciplines to the target language and culture. The course emphasis is oral communication, vocabulary is limited to high-frequency expressions, grammar is limited to basic concepts, culture is a significant portion of the content and includes high-interest items, every day the class includes a game or other fun activities, and the course content is easy enough that every student can experience some success. Student evaluations of the course have been positive, parents are enthusiastic, and sixth-graders show eagerness to participate. The eighth-grade language courses are identical to the high school courses, enabling the students to begin serious study immediately and study languages continuously until graduation. Language and content-area staff continuity has been maintained and the administration is supportive, both of which contribute to the increasing enrollments and overall program success. (MSE)

ED 285 424 FL 016 904

Littlefield, Lael; Grenier, Rafael

The Exploratory Wheel: A Foreign Language Program for the Middle School.

PUB DATE- 87
NOTE- 9p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Exploration; Contrastive Linguistics; *Course Content; Course Organization; Cultural Awareness; French; German; Grade 6; *Interdisciplinary Approach; *Introductory Courses; Language Attitudes; *Language Enrichment; Language Proficiency; Learning Motivation; Listening Skills; *Middle Schools; *Second Language Programs; Spanish; Study Skills; Teaching Guides; Vocabulary Development
IDENTIFIERS- *Marion Public Schools IN

A foreign language segment was integrated into the exploratory curriculum of the sixth grade in Marion, Indiana's middle schools. The overall course offers nine-week segments in home economics, industrial arts, computer literacy, and foreign language, introducing the children to curricular areas they may select later in middle school. In the language segment, French, German, and Spanish teachers each teach for two weeks in their specialty languages and for one week each in the other two languages. The teachers are expected to learn the two nonspecialty languages as the children do. A comprehensive teaching guide was prepared for the course, and the unit format is an imaginary trip to a foreign country. Course objectives are to explore language similarities, see some career and life situations in which linguistic knowledge is of value, broaden cultural awareness, motivate students for future language study, promote familiarity with the language learning process, improve study and listening skills, improve vocabulary, and foster positive language and cultural attitudes. (MSE)

ED 285 425 FL 016 905

Corn, Alan M.
Developing a Latin Curriculum for High School.
PUB DATE- 87
NOTE- 13p.; In: Birckbichler, Diane W., Ed. Proficiency, Policy, and Professionalism in Foreign Language Education. Selected Papers from the 1987 Central States Conference; see FL 016 895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Enrichment; *Curriculum Guides; Difficulty Level; *Educational Objectives; High Schools; Language Proficiency; *Latin; *Program Development; *Secondary School Curriculum; Second Language Learning; *Second Language Programs; Skill Development

A guide for teachers developing a high school Latin curriculum provides a rationale, structure, and method for course planning at four difficulty levels. The approach is based on seven subject matter goals and specific instructional objectives for each, which are appended. The goals are: to help students (1) understand simple Latin syntax; (2) develop vocabulary skills; (3) develop the ability to read and understand a simple passage in Latin; (4) demonstrate an awareness of how Latin has influenced English; (5) understand the institutions, culture, and religion of Roman society; (6) understand the Roman cultural influence on present-day America; and (7) develop the ability to pronounce the sounds of classical Latin. The classroom implications of these goals are expanded on for each level of a four-year course sequence. (MSE)

ED 285 426 FL 016 906

Estival, Dominique
The Development of Indirect Passives in English.
PUB DATE- Dec 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).
LANGUAGE- English
~~EDRS Price - MF01/PC01 Plus Postage.~~
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case (Grammar); Diachronic Linguistics; *English; Form Classes (Languages); Middle English; Old English; Phrase Structure; *Sentence Structure; Structural Analysis (Linguistics); *Syntax; *Verbs
IDENTIFIERS- *Indirect Objects; *Passives

An analysis of indirect object passives in English and their development from Late Old English and Early Middle English suggests that their existence is related to the development of double object constructions. As long as the dative and accusative cases had not merged, neither pronominal nor nominal indirect objects required a preposition; however, once the nominal system case collapsed, nominal indirect objects required a preposition to express their function, while pronominal ones did not. This use led to a grammaticalization of the difference between the two classes of direct objects. When the pronominal case system in turn collapsed the accusative and dative endings, this grammaticalized difference between the two kinds of indirect objects remained. However, by the time the case distinction between accusative and dative was lost for pronouns, a bare pronoun had already been established as a possible realization for an indirect object. Examples of direct object passives without a preposition for the indirect object support the conclusion that indirect passives only appeared after the double object construction became a productive alternative to the active construction with a direct object and a prepositional indirect object. (MSE)

ED 285 427 FL 016 907

Decoo, W.
Data-Based Courseware: One Thousand Lessons on One Disk.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Course Content; *Courseware; *Databases; English (Second Language); Foreign Countries; French; Individualized Instruction; *Information Storage; Learning Activities; Second Language Instruction; Second Language Learning; *Student Needs
IDENTIFIERS- Belgium

A common problem in second language instruction is the lack of correlation between the content of courseware and the specific learning situation of the student. Students using the available programs encounter unfamiliar words and structures, deviant methodologies, or inappropriate levels of difficulty. This causes unnecessary errors and remediation. Since it is also generally not feasible for teachers to produce their own courseware, one solution is the development of courseware with its own database. The learning content is stored on the disk with the program, and the menu allows the teacher or student to select the elements to be studied and practiced according to the specific learning situation. The selected elements are then automatically placed in the instructional framework of the courseware and manipulated for different kinds of practice. Several such programs exist, and the method has been found to be versatile, easy to use, and easily adapted to various difficulty levels. The technique is seen as especially suitable for content that has clearly-defined elements that are expanded constantly over a long period of time, but useful even for a limited range of contextualized items placed in databases that operate on the same principles. (An extensive description is provided of Verbapuces, a computer program to train and test the mastery of the French conjugation systems.) (MSE)

ED 285 428 FL 016 908

Segal, Bertha E.

Teaching English through Action: Total Physical Response (T.P.R.). A Right-Brain/Left-Brain Approach to Language Acquisition. A Workshop.

PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987). Adapted from a chapter in the author's "Teaching English through Action" (1981); see ED 224 291.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *English (Second Language); Group Instruction; Lesson Plans; *Listening Comprehension; *Physical Activities; Second Language Instruction;

*Second Language Learning; *Skill Development; Teaching Methods; Vocabulary Development
IDENTIFIERS- *Total Physical Response

Materials from a teacher workshop on the Total Physical Response method for teaching English as a second language are presented. The technique describes the process of first language acquisition, uses physical activities in the classroom to reinforce learning, and allows a long period of receptive language learning before requiring production. The notes give basic procedures for a listening (receptive) lesson, a vocabulary unit, an initial lesson in basic commands, a lesson in body parts, a lesson in classroom objects, a review lesson, and a chart to record student progress. (MSE)

ED 285 429 HE 020 470

Shaughnessy, Michael F.
The University as an Investment Strategy: Social Structuring or Managing Mobility?
PUB DATE- Oct 84
NOTE- 12p.; Paper presented at the conference "Higher Education and the Citizenry: Reciprocal Responsibilities" sponsored by the Association for General and Liberal Studies and the Association for Integrative Studies (San Francisco, CA, October 25-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Attendance; *Cultural Influences; Culture Fair Tests; *Educationally Disadvantaged; Educational Sociology; Educational Testing; Higher Education; *Social Class; *Social Mobility; Social Stratification; Sociocultural Patterns; Socioeconomic Status; Student Placement

The relationship between education, social class, and upward mobility is examined, along with mechanisms inherent in keeping the status quo in education. The relationship between the student and the university is also explored. Although college is often seen as a mechanism of upward mobility, particularly among the poor and minorities, colleges may serve to solidify social classes and social stratification. The process begins when schools assess students with group achievement tests, and place students in tracks (e.g., vocational, academic) and homogeneous groupings (e.g., educable mentally retarded). Attempts to offset culturally biased mechanisms in education include alternatives to traditional tests, such as the System of Multicultural Pluralistic Assessment. Typically, the lower social classes are seen to lack certain skills, such as auditory learning abilities, which are important to college level work. Lower socioeconomic classes lack the extensive vocabulary needed for success in the heavily verbally oriented college entrance examinations. Typically, in many lower class schools, the emphasis is on objective, rote learning, which does not prepare lower-class students for writing in college. Other barriers faced by the poor are identified. (SW)

ED 285 430 HE 020 471

Alabama Commission on Higher Education 1986 Annual Report.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Jan 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *College Planning; College Programs; Consortia; Cooperative Programs; *Coordination; Grants; Higher Education; Scholarships; State Aid; *State Boards of Education; *Statewide Planning; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Alabama; Alabama Commission on Higher Education

The 1986 annual report outlines planning and coordination activities and student financial aid programs. The following planning and coordination activities are considered: statewide planning and facilities planning, a new program approval procedure, approval of off-campus offerings, studies of the state's engineering programs and needs and allied health education programs, an inventory of research and service programs, the Alabama Universities-Tennessee Valley Authority Research Consortium, an experimental program to stimulate competitive research, the Network of Alabama Academic Libraries, a new computer competency program, a new Consortium for Advancement of Foreign Language Education, and an agreement among 13 southern states to share instructional programs. Information is provided on the following aid programs: Alabama Guaranteed Student Loan Program, Alabama Student Grant Program, Alabama Student Assistance Program, Emergency Secondary Education Scholarship Program, Alabama PLUS Program (an additional source of funds for parents), Chiropractic Scholarship Program, and Alabama National Guard Assistance Program. The 1986-1987 Commission budget is included. (SW)

ED 285 431 HE 020 473

Lestinen, Leena
Kasvatuksen Ja Koulutuksen Tutkimusrekisteri 1983-1984: Korkeakoulutus. Julkaisusarja C, Tiedotteita 6 = Educational Research in Finland 1983-1984: Higher Education. Publication Series C, Bulletin 6.
Jyvaskyla Univ. (Finland). Inst. for Educational Research.
REPORT NO.- ISBN-951-679-652-4
PUB DATE- 86
NOTE- 189p.
LANGUAGE- Finnish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Admission; College Faculty; *College Instruction; *College Students; Continuing Education; Departments; Education Work Relationship; Faculty Development; Foreign Countries; *Higher Education; *Postsecondary Education as a Field of Study; Program Administration; *Research and Development; Research and Development Centers; Research Directors; Researchers; *Research Projects; Teacher Education
IDENTIFIERS- *Finland

A catalogue in Finnish describes 80 research and 27 research and development (R&D) programs in the field of higher education that were completed or in progress in 1983-1984 in Finland. The introduction, abstract, titles of the research descriptions, and names of research institutes are translated into English. A brief review of higher education research and R&D work includes English tables. The programs are categorized as follows: general, systems and institutions, teaching and learning, information networks, students--general, selection and performance of students, careers and employment of students, staff, and continuing education. The most popular R&D targets in the field were teaching and learning (31%). Most of the research and the R&D work was carried out in the social science disciplines (40%) and/or educational science (36%). Ninety-one percent of the projects were conducted in higher education institutions or their special institutes; the share of the departments of education was 21%, other subjects were 27%, and teacher education was 13%. Included are indexes of: researchers, scientific supervisors, or project heads; keywords; and research institutes. (SW)

ED 285 432 HE 020 474

Lestinen, Leena, Ed.
Higher Education Research at IER. Abstract Catalogue 1966-1985. Publication Series C, Bulletin No. 4.
Jyvaskyla Univ. (Finland). Inst. for Educational Research.
REPORT NO.- ISBN-951-679-650-8
PUB DATE- 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *College Administration; *College Admission; College Faculty; *College Instruction; College Planning; College Students; Degrees (Academic); Educational Demand; *Educational Research; Educational Television; Foreign Countries; Higher Education; Learning Experience; *Postsecondary Education as a Field of Study; *Research Projects; Teacher Education
IDENTIFIERS- *Finland

A total of 112 abstracts of research reports and bibliographies published during 1966-1985 by the Institute for Educational Research at the University of Jyvaskyla in Finland are presented in English with accompanying Finnish titles. The abstracts constitute a review of higher education research at the Institute during the past two decades. A major part of this work has been closely linked with the reform of the higher education institution in Finland in the 1970s. The objective of this abstract catalogue is to disseminate research information abroad to promote exchange between the Institute and foreign research institutions and researchers in the field. Sixty-four of the 112 publications that are abstracted have come out in the Institute's Reports-series and 48 in the Bulletin-series. Included are researcher/author and subject indexes. The subject index is based on descriptors provided by researchers using the EUDISED thesaurus and the Finnish terminology of education. In addition to an English summary, an introduction explains the work of the Institute and lists six main topics of research interest. (SW)

ED 285 433 HE 020 475

National Faculty Salary Survey by Discipline and Rank in Private Colleges and Universities, 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

REPORT NO.- ISBN-0-910402-38-8

PUB DATE- 86

NOTE- 57p.; For related document, see HE 020 476.

AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Comparative Analysis; *Compensation (Remuneration); Departments; Full Time Faculty; Higher Education; *Intellectual Disciplines; National Surveys; *Private Colleges; School Surveys; *Teacher Salaries

IDENTIFIERS- National Faculty Salary Survey

Salary data for full-time faculty in 46 selected disciplines at 440 private colleges and universities are presented based on the 1985-86 National Faculty Salary Survey by Discipline and Rank in Private Colleges and Universities. Information was collected on salaries for 38,890 faculty members employed at 440 private colleges and universities. Definitions of study variables are provided, including average salary, high salary, and low salary. For each discipline and major field, statistical tables provide salary data for five faculty ranks. Examples of the type of analyses that are possible using the data available are included. Three appendixes, comprising three-fourths of the document, include a list of the 46 disciplines and major fields, including codes that refer to the National Center for Education Statistics' Classification of Instructional Programs and the Higher Education General Information System (HEGIS) Taxonomy; data tables; and a list of participating institutions. (SW)

National Faculty Salary Survey by Discipline and Rank in State Colleges and Universities, 1985-86.

American Association of State Colleges and Universities, Washington, D.C.; Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

REPORT NO.- ISBN-0-910402-37-X
PUB DATE- Mar 86
NOTE- 77p.; For related document, see HE 020 475.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Comparative Analysis; *Compensation (Remuneration); Departments; Full Time Faculty; Higher Education; *Intellectual Disciplines; National Surveys; School Surveys; *State Colleges; State Universities; *Teacher Salaries
IDENTIFIERS- National Faculty Salary Survey

Salary data for full-time faculty in 46 selected disciplines at 262 state colleges and universities are presented based on the 1985-86 National Faculty Salary Survey by Discipline and Rank in State Colleges and Universities. Information was collected on salaries for 63,623 faculty members employed at 262 state colleges and universities. Definitions of study variables are provided, including average salary, high salary, and low salary. For each discipline and major field, statistical tables provide salary data for five faculty ranks. Examples of the type of analyses that are possible using the data available are included. Three appendixes comprising three-fourths of the document include: a list of the 46 disciplines and major fields, including codes that refer to the National Center for Education Statistics' Classification of Instructional Programs and the Higher Education General Information System (HEGIS) Taxonomy; data tables; and a list of participating institutions. (SW)

ED 285 435 HE 020 477

Anderson, Shari L.; And Others
Administrative Compensation Survey, 1985-86.
College and Univ. Personnel Association, Washington, D.C.
REPORT NO.- ISBN-0-910402-26-4
PUB DATE- Feb 86
NOTE- 157p.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Administrators; Budgets; Church Related Colleges; *College Administration; *Compensation (Remuneration); Employment Statistics; Enrollment; Full Time Equivalency; Higher Education; Private Colleges; Questionnaires; *Salaries; School Surveys; State Colleges
IDENTIFIERS- Administrative Compensation Survey

Results of the College and University Personnel Association (CUPA) 1985-86 Administrative Compensation Survey, which provides salary data on 99 first-line (primary) positions and 69 second-line (secondary) positions, are presented. Questionnaires were sent to 2,932 higher education institutions, and 1,612 usable responses were obtained. Salary data indicate the median and interquartile range for each position and are presented for: all institutions, public and private institutions, church related colleges, system offices, two- and four-year institutions, and two-year technical colleges. Salary data are provided by institutional classification, sector, full-time equivalent enrollment range, and institutional budget range. Additional data compare median salaries of those who were promoted or transferred to their positions from within the institution and those who were hired from outside. Information is also presented on minority and nonminority status, sex, years of service, the frequency distribution of all salaries for each position by type of institution, and comparative four-year college salary data for 495 institutions. Appendices, which comprise about half the document, include a list of responding institutions, summary position descriptions, and a questionniare. (SW)

ED 285 436 HE 020 478

Anderson, Robert C.
A Proposed System for Classifying Research Universities.
Georgia Univ., Athens. Inst. of Higher Education.
PUB DATE- 5 Sep 86
NOTE- 25p.; Reprinted from "The Green Sheet," Circular Letter No. 8/86, published by the National Association of State Universities and Land-Grant Colleges.
AVAILABLE FROM- University of Georgia, Institute of Higher Education, Athens, GA 30602.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; College Faculty; Doctoral Degrees; Engineers; *Evaluation Criteria; Expenditures; Financial Support; Higher Education; *Institutional Characteristics; Research and Development; Research Libraries; *Research Universities; Scientific Research; Scientists; Standards

A system of classifying research unviersities is proposed based on quantitative criteria. Data from several studies were used to develop a list of 57 leading U.S. research universities. The Carnegie Commission's 1973 and 1976 classification of "Research Universities I" and the Academy for Educational Development's listing are presented, along with research university lists developed by the Association of Research Libraries. Additional lists include: the leading universities in terms of total financial support for research for 1983; and the leading research universities based on total research and development expenditures, Ph.D. production, faculty size, and size of research libraries. These lists, which rank universities on the basis of standards, were subjected to a four-step elimination process, which begins with the 100 leading universities that received the largest support for scientific research in 1983. From this list, schools were eliminated that did not produce at least 100 Ph.D.s in 1983, and schools that employed fewer than 1,000 full-time scientists and engineers as faculty members. Further selection was based on having an outstanding research library. (SW)

ED 285 437 HE 020 479

Groennings, Sven
The New South and Innovation in International Education.
Georgia Univ., Athens. Inst. of Higher Education.
PUB DATE- Jun 86
NOTE- 7p.; Paper presented as an invited lecture for the Regents Administrative Development Program of the University System of Georgia Board of Regents (Athens, GA, May 26, 1986).
AVAILABLE FROM- University of Georgia, Institute of Higher Education, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

Collected Works - Serials (022)
DESCRIPTORS- *Business Administration Education; *College Second Language Programs; Communicative Competence (Languages); *Economic Climate; *Educational Change; Educational Innovation; Foreign Countries; Global Approach; Higher Education; *International Education; International Trade; Investment; *Teacher Education; World Affairs
IDENTIFIERS- *United States (South)
The role of the southern United States in internationalizing the U.S. economy and developments in the international field at universities and colleges are discussed. It is noted that southern firms as well as the financial system are becoming integrated internationally. Consideration is given to the business curriculum, foreign language study, and teacher education. A new accreditation standard in the business field states that business students need to be exposed to the international dimension either through the core courses, higher level functional courses, or separate international business courses. Foreign language departments have focused attention on learning languages as a skill to be used for special purposes and for gaining competence in communicating. The global economy is stimulating these changes. New credentialing will involve oral proficiency testing, and future prospects include national standards to clearly chart learning progress, as well as the use of tapes to evaluate performance. For teachers, an accreditation standard that is soon to be adopted will incorporate international education and global perspectives in teacher education and basic education for students. (SW)

ED 285 438 HE 020 480

Silver, Joseph H.
Minority Faculty Recruitment in Kennesaw College: 1976-1986.
Georgia Univ., Athens. Inst. of Higher Education.
PUB DATE- 6 Apr 87
NOTE- 19p.
AVAILABLE FROM- University of Georgia, Institute of Higher Education, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Blacks; *Black Teachers; Change Strategies; *College Faculty; *Equal Opportunities (Jobs); *Faculty Recruitment; Higher Education; Racial Balance; School Community Relationship; *School Personnel; Teacher Morale; Teacher Persistence
IDENTIFIERS- *Kennesaw College GA

The status of black staff and faculty at Kennesaw College, a predominantly white campus in Georgia, during 1976-1986 is discussed. Until 1981, very few blacks were employed at the college, black personnel turnover was high, and black faculty and staff had low morale. In 1981-1982, a new president sought to promote affirmative action and the college's image. The position of coordinator of minority affairs was established with such responsibilities as attracting and retaining black faculty and staff, promoting the college's position with the black community, and promoting equal employment opportunity and affirmative action. To achieve increased black participation and attitude changes, attention was directed to: taking an active stance, creating an "inviting" campus environment, commitment from the top, a renewed look at recruitment and retention, and rewriting the Affirmative Action Plan. During summer 1983, two administrative vacancies were filled with qualified blacks, and a number of approaches were employed to recruit black faculty. Information is presented on the number of blacks hired as a percentage of new hires for 1984-1985, and the positions held by new black employees. Five future directions for the college are suggested. (SW)

ED 285 439 HE 020 481

Farrant, Patricia A., Ed.
Strategies and Attitudes: Women in Educational Administration; A Book of Readers.
National Association for Women Deans, Administrators, and Counselors, Washington, D.C.
PUB DATE- 86
NOTE- 197p.; Articles were published between 1979 and 1985 in the "Journal of the National Association for Women Deans, Administrators, and Counselors."
AVAILABLE FROM- National Association for Women Deans, Administrators, and Counselors, 1325 18th Street, N.W., Suite 210, Washington, DC.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Characteristics; *Administrators; Administrator Selection; *Career Ladders; *College Administration; Community Colleges; Comparative Analysis; Elementary Secondary Education; Family Life; *Females; Higher Education; Individual Characteristics; Males; Mentors; Minority Groups; Principals; Professional Development; *Promotion (Occupational); *Role Perception; School Administration; Superintendents
IDENTIFIERS- *Women Administrators

Approaches to help women in educational administation be successful in their professional and personal lives are considered in this collection of 30 articles. Among the titles and authors are: "The Society of Outsiders: Women in Administration" (Marian Swoboda, Jane Vanderbosch); "Upward Mobility for Women Administrators" (Adrian Tinsley); "Do Chloe and Olivia Have a Future? A Proposal for Feminist Pedagogy and Peer Relations" (A. Harriette Andreadis); "Women Administrators for the 1980s: A New Breed" (Sandra Y. Benton); "Strategies for the 'Ascent of Woman' in Higher Education Administration in the 80s" (Margaret E. Holt); "Women Administrators and Mobility: The Second Struggle" (Kathryn M. Moore, Mary Ann D. Sagaria); "Young Management Women: A New Look" (Ann D. Knudson); "Women Doctoral Students in Higher Education Administration: Life-Style Aspirations and Multiple Role Commitments" (Felice J. Dublon); "Men and Women in Educational Administration Programs" (Catherine Marshall); "A Comparative Career Profile of Female and Male University Administrators" (Joan Dellimore Barrax); "A Washington Perspective on Women and Networking: The Power and the Pitfalls" (Madeleine F. Green); "Two Opportunities for Mentoring: A Study of Women's Career Development in Higher Education Administration" (Elizabeth J. McNeer); "Duel-Career Couples in Higher Education" (Marjorie Weishaar, Kathy Chiaravalli, and Ferdinand Jones); "The Importance of Professional Involvement" (Peggy Elder); "Career Patterns of High-Level Women School Administrators" (Jean Stockard); "Women in Community College Administration: A Progress Report" (Ruth M. Hemming); and "The Woman Principal: Superior to the Male?" (Sylvia-Lee Tibbetts). (SW)

ED 285 440 HE 020 484

Facilities Inventory and Space Utilization Report for Fall 1984.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Aug 86
NOTE- 43p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; *College Buildings; Community Colleges; *Facility Utilization Research; Higher Education; Laboratories; *Land Use; Professional Education; *Public Colleges; School Space; *Space Utilization; Teaching Hospitals; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama

Facilities and space utilization data for Alabama public colleges and universities are presented for fall 1984. The information was extracted from facilities inventory and space utilization data provided by the public colleges and universities of Alabama. Building inventory data describe quantities and conditions of different categories of facilities, while utilization data provide a measure of the level of the scheduled use of general classrooms and class laboratories. For each senior institution, first professional health schools and hospitals, community college, and technical college, information is provided on: the amounts of space available, by general function, at each institution; distribution of assignable space according to usage and space per full-time equivalent student; the state of maintenance and the level of conformity to modern codes of institutional facilities; a measure of usage and suitability of available classrooms; and utilization of class laboratories. Definitions of terms used in the tables are provided. (SW)

ED 285 441 HE 020 485

Kramer, Howard C.
Organization Culture: Understanding Advising Systems.
PUB DATE- 86
NOTE- 17p.; Article based in part on a paper presented at the Annual Conference of Professional and Organizational Development Network (Somerset, PA, October 30-November 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; Cognitive Structures; *College Environment; Higher Education; Misconceptions; *Organizational Climate; Organizational Theories; Psychological Patterns; *Student Needs; *Teacher Attitudes

The concern of this paper is how people in organizations understand the dynamics of an organization's practices. The way that organizational culture influences advising systems is considered. The focus is on how people understand the function of academic advising and the influence of three concepts of culture (cognitive, symbolic, and psychodynamic). The way each of these concepts could enable individuals to maintain a view of their advising program that is inconsistent with advising practice is illustrated. According to the cognitive view, culture is a system of knowledge and beliefs about the organization and its practices. The symbolic perspective emphasizes culture as systems of shared symbols and meanings. The psychodynamic perspective views culture as the expression of unconscious psychological processes. The way that these three perspectives operate in judging the competence of college students is addressed. The illustrations show how advisers can deny that students require advising assistance. The three ways of seeing organizational culture provide a framework for understanding how people understand, as well as seeing how understanding can be translated into behaviors and actions. Implications for practice are considered. (SW)

ED 285 442 HE 020 498

Mortimer, Kenneth P.; And Others
Academic Reallocation: A National Profile. A Report from the Project on Reallocation.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Feb 85
NOTE- 41p.
AVAILABLE FROM- Center for the Study of Higher Education, The Pennsylvania State University, 133 Willard Building, University Park, PA 16802 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *College Faculty; Employment Practices; Higher Education; *Personnel Policy; *Reduction in Force; *Retraining; *Retrenchment; Teacher Dismissal; *Tenure
IDENTIFIERS- *Faculty Reassignment; Project on Reallocation

Reallocation and reduction strategies being used by four-year colleges and universities were identified by the Project on Reallocation, which contacted 318 four-year institutions. The strengths and weaknesses of the reallocation and reduction strategies were also assessed. Telephone interviews were conducted with the chief academic officer or a designate concerning faculty personnel, academic budgets, and program policies and practices. Additional information on institutional characteristics were drawn from the Higher Education General Information Survey (HEGIS). Site visits and interviews were also conducted at nine institutions. Consideration was given to tenure-related staffing practices and alternatives to tenure-track staffing, faculty retraining for new or revised assignments, and faculty reductions (layoffs, terminations, and resignations when faced with dismissal). The most common reallocation approach appeared to be attrition, whereby institutions captured loose positions and funds as they became available. Another approach used by some institutions was to plan decrements in order to handle decline. These two approaches to reallocation were implemented in either across-the-board or selective fashions. (SW)

ED 285 443 HE 020 501

Valentine, John A.
The College Board and the School Curriculum. A History of the College Board's Influence on the Substance and Standards of American Education, 1900-1980.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-283-0
PUB DATE- 87
NOTE- 184p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($26.95, hardcover--ISBN-0-87447-284-9; $17.95, soft-cover--ISBN-0-87447-283-0; 20% discount on order for 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Academic Standards; Achievement Tests; Advanced Placement Programs; Agency Role; Aptitude Tests; *College Entrance Examinations; *College Preparation; *Educational History; Higher Education; Organizations (Groups); *Secondary School Curriculum; Teacher Participation
IDENTIFIERS- *College Entrance Examination Board; Educational Testing Service; Scholastic Aptitude Test

The role of the College Entrance Examination Board (College Board) in setting standards in secondary school education is traced historically. The first college entrance examinations, which became known as the College Boards) were administered in June 1901 around the country to 978 high school students. The rationale was that a set of common entrance examinations would be better than separate examinations by colleges. Two people who contributed greatly to creating the College Boards were President Charles William Eliot of Harvard University and Nicholas Murray Butler of Columbia University. Ten chapters cover the following: the original College Board, 1900-1948, an emphasis on standards during the formative years, the role of psychologists in developing the Scholastic Aptitude Test, objective tests and the creation of the Educational Testing Service, the evolution of the modern College Board after 1948, the Advanced Placement Program, commissions on Mathematics and English, the Achievement Tests, and an increased voice for faculty. The history indicates the capacity of the College Board to take a diverse set of positions over the years concerning its standard-setting role. A postscript on the College Board for 1980-1986 is provided by College Board President George H. Hanford. (SW)

ED 285 444 HE 020 520

Van Horn, Richard L.
Technology: Serving a Grand Idea.
Western Interstate Commission for Higher Education, Boulder, Colo.
PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the "Higher Education and the New Technologies: A Focus on State Policy" conference sponsored by the Western Interstate Commission for Higher Education and the State Higher Education Executive Officers (Denver, CO, September 24-26, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; College Libraries; *College Role; *Computer Oriented Programs; Cooperative Programs; Educational Objectives; Education Work Relationship; Financial Support; Higher Education; *Information Technology; Labor Force Development; *Problem Solving; *Productivity; Program Costs; Shared Resources and Services; State Aid

The question of whether information technology can increase intellectual productivity is addressed. If concern for the intellectual productivity of professionals increases, universities are likely to become more important in society. Access to the knowledge base affects intellectual productivity. The way that people use the contents of the knowledge and skill base to solve problems also affects productivity. Information technology brings better access to the knowledge base, and it can also improve problem-solving because of the interactive nature of computers and the future potential of access to expert guidance for problem-solving. College instruction on the use of technology should focus on solving problems in the student's discipline or profession, as opposed to teaching students to write computer programs. Students' intellectual productivity should increase if they are provided a more unstructured environment and more independent activity. The college library might contain general purpose problem-solving programs that could be used in many different courses. Costs of information technologies and the advantages of resource sharing among universities are discussed, along with considerations for state governments. (SW)

ED 285 445 HE 020 526

Kramer, Howard C.
Incentives for Advising.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; *College Faculty; Higher Education; *Incentives; Job Satisfaction; *Rewards; Self Concept; *Teacher Attitudes; *Teacher Motivation; Teacher Responsibility; Work Attitudes

Motivations and incentives for advising are considered to help promote faculty members' sense of accomplishment and productivity. Intrinsic rewards and motivation are distinguished from extrinsic rewards for successful performance. A framework for viewing intrinsic rewards and motivation is considered that involves "possible selves" (i.e., views that faculty members' have about their potential). Possible selves are important because they function as incentives for future behavior and provide a context for the current view of self. Ways that the incentive value of advising might be increased for faculty are suggested, including: define the goals and measures of performance in the advising program and hold faculty accountable for reasonable achievement; renegotiate priorities rather than adding new performance expectations; individualize incentives; and allow the advisor the freedom to choose when and how to use the reward. A model of job characteristics and employee attitudes is considered to clarify the intrinsic nature of faculty members' work and the advising function. It is suggested that the values behind the advising role be addressed on campus and that faculty members be allowed to participate in management of the advising program. (SW)

ED 285 446 HE 020 532

Revitalization and Renewal. The Report of the Benedum Study Project at West Virginia University.

Academy for Educational Development, Inc., New York, N.Y.

PUB DATE- Oct 84
NOTE- 254p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blue Ribbon Commissions; College Faculty; Continuing Education; Educational Facilities; Educational Finance; Extension Education; *Governance; Graduate Study; Higher Education; *Institutional Evaluation; Program Evaluation; *Resource Allocation; State Aid; *State Universities; Teacher Salaries; Undergraduate Study
IDENTIFIERS- *Benedum Study Project; Institutional Vitality; *West Virginia University

Results of an external review of West Virginia University (WVU) and recommendations for strengthening WVU are presented. The review was designed by the Academy for Educational Development and involved 14 review panels and 42 senior university educators and administrators. A summary section on the observations, findings, and recommendations of the 14 panels is presented, along with the complete reports of the 14 panels and executive summaries of the reports. The panels cover the following areas: agriculture and forestry, business and economics, computers, enrollment management, extension and continuing education, finance, governance, graduate studies and research, human resources and education, journalism, land-grant university mission, relations with high schools, science-based technology, and undergraduate studies. A list of members of the 14 panels and the general committee is presented, along with information on economic factors in West Virginia. Suggestions for strengthening WVU are offered in a letter by the general committee to WVU president E. Gordon Gee. Appended is an analysis of state funding of West Virginia University by Frederick S. Lane and James S. Lawrence. (SW)

ED 285 447 HE 020 533

Nightingale, P.; And Others

Research Degree Study at the University of New South Wales. Academic Staff Survey, 1985. Preliminary Presentation of Data. Research and Development Paper No. 64.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

REPORT NO.- ISBN-909528-35-7
PUB DATE- May 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Doctoral Programs; Education Work Relationship; Foreign Countries; *Graduate Study; Higher Education; *Masters Programs; Questionnaires; *Research; *Teacher Attitudes
IDENTIFIERS- *University of New South Wales (Australia)

Results of a 1985 survey of 497 academic staff concerning research degree study at the University of New South Wales (Australia) are summarized. Issues addressed by the survey were: the relevance of research study, desirable levels of enrollment in research study by field, the relationship between the Ph.D. and research master's programs, duration of enrollment in research programs, and specific problem areas in research programs and supervision. Despite some staff having reservations about the appropriateness of research degree training for vocational goals outside academia, and an apparent awareness of limited opportunities for research graduates, there was almost no support for reducing number of Ph.D. or research master's candidates. Respondents' views concerning the appropriateness of research degree training for the following vocations are reported: academic career, research career, graduate employment in the field studied, and other graduate employment. Additional topics include views about: entry criteria for research degree study; differences between Ph.D. and research master's theses; and the need for critical review of aspects of research degree study. The questionnaire is included. (SW)

Simpson, H.; Powell, J. P.
Some Characteristics of Undergraduate Students Entering the University of New South Wales in 1985. Research and Development Paper No. 63.
New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
REPORT NO.- ISBN-909528-98-5
PUB DATE- Dec 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Commuting Students; Educational Background; *Family Characteristics; Financial Support; Foreign Countries; Higher Education; Income; *Parent Background; Race; Socioeconomic Status; *Student Characteristics; *Student Employment
IDENTIFIERS- *University of New South Wales (Australia)

Characteristics of students entering the University of New South Wales (Australia) in 1985 were surveyed. Responses by 1,908 students provided information on ethnicity, socio-economic status, sources of financial support, employment, and travel to the university. Findings were similar to those of a 1976 survey and confirmed that students from socially privileged background were substantially over-represented compared with those from less privileged backgrounds. The only major trend over the past decade was a major reduction in the proportion of students receiving financial assistance from non-family sources. Data are provided on: the country of birth of new undergraduate students and their mother and father; length of residence in Australia of new undergraduates and their parents; language spoken off-campus by student and at home between parents and student; parents' occupation of students entering in 1976 and 1985; father's occupation; parents' highest level of education in 1976 and 1985; the type of secondary school attended by the student; dependence status of students; five sources of financial aid; and type of employment of students working more than 30 hours per week and less than 30 hours per week. (SW)

ED 285 449 HE 020 535

Model University Program for Education and Prevention of Drug Abuse. Recommendations of the Task Force on Drug Policies, Enforcement, and Education, University of Maryland College Park and Appendices.

Maryland Univ., College Park.

PUB DATE- 1 Dec 86
NOTE- 264p.; "Code of Student Conduct" contains small, broken print.

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Education; Athletes; Blue Ribbon Commissions; *College Students; *Discipline Policy; *Drug Education; *Drug Use; Higher Education; Illegal Drug Use; *Law Enforcement; Models; Questionnaires; School Surveys; State Universities
IDENTIFIERS- Codes of Student Conduct; *University of Maryland College Park

The status of drug policies, enforcement practices, and education and counseling programs at the University of Maryland College Park (UMCP) is reviewed, and recommendations for a model program are offered. Information gathered from other universities, from UMCP, and from a student survey at UMCP are summarized. An executive summary of the main recommendations of the Task Force on Drug Policies, Enforcement, and Education is presented, along with the findings and recommendations on the education and counseling programs at UMCP. Recommended changes in the UMCP "Code of Student Conduct" and other disciplinary policies are also outlined, along with proposed improvements in law enforcement on the campus and in cooperation between campus and other law enforcement agencies. Protocols for drug testing programs are included, along with a consent form for drug testing and release of information. Drugs that are proposed to be banned for student-athletes are listed. Extensive appendices cover: subcommittee objectives and members, people who testified before subcommittees and at open hearings, a student survey form, results of surveying other universities, advice of the Maryland Attorney General, and the current UMCP "Code of Student Conduct." (SW)

ED 285 450 HE 020 539

International Baccalaureate.

International Baccalaureate North America, Inc., New York, NY.
PUB DATE- 86
NOTE- 19p.
AVAILABLE FROM- International Baccalaureate North America, 200 Madison Avenue, New York, NY 10016 ($1.00; 25 for $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Entrance Examinations; *College Preparation; *Educational Certificates; Foreign Countries; Higher Education; *International Educational Exchange; *International Programs; Program Administration; Secondary Education; *Secondary School Curriculum; Study Abroad
IDENTIFIERS- Asia; Canada; Europe; *International Baccalaureate Diploma Program; Latin America; North America; United States

The International Baccalaureate (IB) Diploma program, a pre-university course of study that allows graduates to fulfill requirements of various national educational systems, is described. IB Diploma candidates are required to study languages, sciences, mathematics, and humanities in the last two years of secondary school. Examinations that can be taken and recognized in any country are conducted. There are 350 schools in about 53 countries participating in the IB, which is conducted in three official languages (English, French, and Spanish). Information is provided on: the IB curriculum; examinations, grading, diplomas, and certificates; school and teacher preparation for IB schools; adapting the schools' curriculum; resources needed to support an IB program; criteria and conditions for membership of schools in the IB; IB program administration; and financial support for the program. The members of the board of directors of the International Baccalaureate North America are identified, along with the addresses of IB offices in seven countries. (SW)

Wilkinson, Robert
Outcomes and Impacts: A Student Tracking Study for Eastern New Mexico University. AAHE Assessment Forum Paper.
Eastern New Mexico Univ., Portales.
REPORT NO.- IR-OPA-R-138
PUB DATE- Feb 85
NOTE- 86p.; Paper collected as part of the American Association for Higher Education Assessment Forum. For related documents, see HE 020 542-543. Some parts of questionnaires contain small or blurred print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Alumni; *College Graduates;

*College Students; Dropout Attitudes; Dropout Characteristics; *Dropouts; Educational Assessment; Higher Education; *Longitudinal Studies; *Outcomes of Education; Questionnaires; Student Attitudes; Student Attrition
IDENTIFIERS- *AAHE Assessment Forum; *Eastern New Mexico University

An outcomes study for Eastern New Mexico University is proposed that would track every third freshman class from the time of arrival until about 3 years after leaving the university. After contact with the new freshmen, the contact again occurs at the end of the sophomore year and at the time of graduation. Students who do not return will be contacted to determine reasons for withdrawal. Fifteen possible research questions that the study could answer are identified. Time frames for collecting data for persisting and withdrawing students are considered. Expenses associated with tracking one class using American College Testing (ACT) program forms are estimated. Data collection instruments of the College Board/National Center for Higher Education Management System (NCHEMS) and the ACT program are most appropriate for the study. Appended are: the NCHEMS and College Board's "Entering-Student Questionnaire," the "Continuing-Student Questionnaire," the "Program-Completer and Graduating-Student Questionnaire," the "Former-Student Questionnaire," the "Recent-Alumni Questionnaire," and the "Long-Term Alumni Questionnaire" and ACT's "Entering Student Survey," "Student Opinion Survey," the "Alumni Survey," and the "Withdrawing/Nonreturning Student Survey." (SW)

ED 285 452 HE 020 542

Student Impacts and Outcomes Committee. A Report to the Campus. AAHE Assessment Forum Paper.
Eastern New Mexico Univ., Portales.
REPORT NO.- IR-OPA-R-178
PUB DATE- 14 Oct 85
NOTE- 21p.; Paper collected as part of the American Association for Higher Education Assessment Forum. For related documents, see HE 020 540 and HE 020 543.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Data Collection; Educational Assessment; Education Work Relationship; Higher Education; *Knowledge Level; Longitudinal Studies; *Outcomes of Education; Skill Development; *Student Attitudes; Student College Relationship; Surveys; Values
IDENTIFIERS- *AAHE Assessment Forum; American College Testing Program; College Outcome Measures Project; *Eastern New Mexico University

Objectives and progress of the Student Impacts and Outcomes Committee created in the summer of 1985 at Eastern New Mexico University are reported. The committee was formed to measure and assess the impact that 4 years of college have on a student, and intends to track an entire entering freshman class from the time the students apply until they leave, with a follow-up 2 to 5 years later. It will then track every fourth entering freshman class, i.e., as one class enters its senior year, the new entering freshman class will become the study population. Five subgroups were formed to consider knowledge outcomes, skills outcomes, attitudes and values, relationship with the university, and occupational outcomes. Each subgroups will identify the most appropriate data to collect and possible data collection instruments. Updates of the progress of each of the five subgroups are presented. Two recommendations are offered: (1) to measure general knowledge outcomes, the short form of the American College Testing Program's College Outcome Measures Program Examination (ACT COMP) should be used for pre- and post-testing; and (2) the ACT Entering Student Survey, the ACT Withdrawing/Non-returning Student Survey and the ACT Student Opinion Survey should also be employed. Two policy recommendations are also offered: the mission statement should be rewritten, and the philosophy of the general education component is needed in writing. (SW)

ED 285 453 HE 020 543

ACT COMP Test Data, Fall 1986. Eastern New Mexico University. AAHE Assessment Forum Paper.

Eastern New Mexico Univ., Portales.

REPORT NO.- IR-OPA-R-241
PUB DATE- Feb 87
NOTE- 40p.; Paper collected as part of the American Association for Higher Education Assessment Forum. For related documents, see HE 020 540 and HE 020 542.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Aesthetic Values; Art Appreciation; *Cognitive Development; *College Students; Communication Skills; Educational Assessment; Educational Testing; *General Education; Higher Education; *Knowledge Level; National Norms; *Outcomes of Education; Problem Solving; Scientific Literacy; Social Cognition; Undergraduate Study; Values Clarification
IDENTIFIERS- AAHE Assessment Forum; American College Testing Program; *College Outcome Measures Project; *Eastern New Mexico University

Results of assessing Eastern New Mexico University students' cognitive outcomes are presented as one component of research being conducted by the Student Impacts and Outcomes Committee. The impact of general education studies on undergraduates' integration and utilization of knowledge is being assessed using the American College Testing Program's College Outcomes Measures Program (ACT COMP) objective test. The test consists of six subtests: functioning in social institutions, using science and technology, using the arts, communicating, solving problems, and clarifying values. First semester freshmen are required to take this test; 704 students were tested in September 1986. The total ACT COMP score for the average freshman (0-29 cumulative credit hours) was at the 43rd percentile when compared to national norms. Percentiles for ENMU and the national sample are also reported for the six subtests. Charts present ACT COMP subtest results on: university-wide percentile rankings; percentile rankings for the advising center and for four colleges within the university; and comparisons of scores for five ethnic groups. (SW)

ED 285 454 HE 020 567

Halm, D. Ray; Hiatt, Diana Buell
The Creation of a Private Religious College, 1955-1985.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Church Related Colleges; Church Workers; *College Role; Economic Factors; *Educational Objectives; Education Work Relationship; Higher Education; Institutional Characteristics; *Institutional Mission; Liberal Arts; Political Influences; Private Colleges; *Religious Education
IDENTIFIERS- *Christ College Irvine CA; *New Colleges

The history of Christ College Irvine (CCI), which is part of the Lutheran Church-Missouri Synod, is discussed, with attention to the forces contributing to the formation of the new Christian liberal arts college and to assessing the nature of the school. Results of the Danforth Commission study of definitions for church-sponsored colleges are also detailed. While there was political pressure to establish the college, the church also faced financial problems. There was controversy over whether the use of an existing college in Oakland or the building of this new one near Los Angeles made better sense. While the mission statement of the college has been extensively revised since the beginning in 1976, the curriculum has remained fairly constant. CCI primarily offers educational programs that lead graduates into professional positions in the church or to graduate degrees that culminate in a position within the denomination. The only other program has been the general education degree. For the Danforth Commission Study, CCI faculty members were interviewed concerning three definitions or types of church-related colleges: Defender of the Faith, Nonaffirming College, and Free Christian College. It was found that the descriptors pertaining to the Free Christian College best fit CCI. (SW)

ED 285 455 HE 020 575

Dunn, Marvin R.
The Effects of Corporatization on Academic Medical Centers. How Will the Corporatization of Health Care Influence Health Professions Education?
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; Coordination; Economic Factors; Higher Education; *Institutional Cooperation; Medical Education; *Medical Schools; *Medical Services; Physicians; Professional Continuing Education; *School Business Relationship; Standards; Teaching Hospitals; Universities; Values
IDENTIFIERS- *Health Maintenance Organizations; *Privatization; Professional Ethics

Areas of agreement/conflict between academic medical centers and investor owned corporations are considered. Academic medical centers are part of the university system, which is responsible for education, research, and the related public good (e.g., nurturing of professions). Major areas for a potential confluence of interest between the academic medical center and an investor owned entity are: desire for efficient and effective management, desire for operating surpluses, need for capital to sustain the most modern technology, desire for quality image to the public, interest in highly educated and trained professionals, and commitment to continuing education. There are also six major areas that pose potential or real conflict between the two: purpose for new knowledge acquisition, responsibility for nurturing professions, business ethics versus professional ethics, time lines for key accomplishments, accountabilities, and standards and values. The differences are most sharply divided on the mission, goals, objectives, values, and professional ethics and standards. A complementary relationship can most easily be achieved with discrete joint ventures, commonly involving capital intensive high technology, ambulatory care, sophisticated research, and very little teaching. (SW)

SREB Annual Report, 1986-87.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- Jun 87
NOTE- 34p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, Atlanta, GA 30318-5790.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Annual Reports; College Preparation; Comparative Analysis; Educational Assessment; Educational Change; *Educational Quality; Elementary Secondary Education; Geographic Regions; *Government School Relationship; *Higher Education; Organizations (Groups); *Regional Cooperation; Remedial Programs; Shared Resources and Services; State Action; Statistical Data; Teacher Effectiveness
IDENTIFIERS- *Southern Regional Education Board; United States (South)

The 1986-1987 annual report of the Southern Regional Education Board (SREB) is presented. In addition to statements from the SREB chairman and president, the report contains a program sampler in which progress in the following areas is addressed: improving the quality of teachers, establishing standards and assessments to improve quality in higher education, strengthening student preparation and measuring achievement in high school, remedial education in college, providing states with comparable higher education data, and sharing regional resources in higher education. The statement by SREB Chairman Georgia Governor Joe Frank Harris provides an overview of efforts to improve the quality of education in SREB states. The report from SREB President Winfred L. Godwin provides examples of how SREB states have worked together on major issues during the 1950s, 1960s, 1970s, and 1980s. The importance of state action in promoting educational reform and educational quality is addressed. Members of the board from each state are listed along with the date when their term expires. Additional contents include: a listing of members of advisory groups, a list of SREB professional staff, an auditing statement, and a list of SREB publications. (SW)

Academic Preparation for College: A Joint Project. Final Report.

New Mexico Commission on Higher Education.; New Mexico State Dept. of Education, Santa Fe.

PUB DATE- Apr 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *College Preparation; *College School Cooperation; Competence; *Educational Objectives; Fine Arts; Higher Education; *Knowledge Level; Language Skills; Mathematics Skills; Sciences; *Secondary School Curriculum; *Skill Development; Social Studies
IDENTIFIERS- Excellence in Education; New Mexico

A project to identify competencies needed by students entering college was undertaken jointly by the New Mexico Department of Education and the Commission on Higher Education. The first step was to review statewide data on enrollment in developmental/remedial college courses of graduates from New Mexico's public secondary schools. After a description of the plan for the project, the competencies are identified under the following skill categories: (1) language arts (reading and literature, writing, speaking and listening, language principles); (2) fine arts (visual arts, theater, music, and dance); (3) mathematics (basic mathematics skills; competencies in algebra, geometry, functions, computing, and statistics; the relationship of mathematics to the other basic academic competencies); (4) science competencies (laboratory and field work, mathematical skills, fundamental concepts, and detailed knowledge in biology, chemistry, and physics); and (5) social studies (general abilities and competencies in social science, world history and U.S. history). Initiatives for language arts, fine arts, mathematics, science, and social studies are proposed. Recommendations for institutional research are also offered. A list of members of project committees is appended. (SW)

ED 285 458 HE 020 583

Smith, Allen C., III; Stritter, Frank T.
From Personal to Professional: The Medical Student's Effort to Gain a Professional Perspective for Physical Intimacy.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Anatomy; Behavioral Objectives; Clinical Diagnosis; Educational Objectives; *Emotional Response; Higher Education; *Human Body; *Medical Students; *Physical Examinations; Physician Patient Relationship; *Student Attitudes; *Student Behavior

The medical student's emotions during direct clinical contact with the human body were studied, with emphasis on strategies the student uses to manage feelings when they are "inappropriate" or uncomfortable. Observations and interviews were completed over a 2-year period (1984-1986). Observations were made in the gross anatomy laboratory, physical diagnosis course, and in clerkships. Interviews were conducted with 16 first-year, 13 second-year, 15 third-year students, and 18 others including residents and nurses. The interviews covered the major body contact situations including dissection and practice sessions on physical examination skills. Three emotion management strategies were identified: concentration on positives, intellectualization, and avoidance. Seven facts about the curriculum can influence the student's experience and emotion management strategies, including: the curriculum emphasizes the biomedical; the patient's affect is secondary to biomedical considerations; and there is no place in the formal or informal curriculum for the student's affect. (SW)

ED 285 459 HE 020 587

Porter, Edgar A.

The Role of the Foreigner in China's Higher Education System.
PUB DATE- 12 Mar 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Comparative Education; Foreign Countries; *Foreign Nationals; Higher Education; North American Culture; *North American English; *Teacher Exchange Programs; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *China; United States

Expectations that Chinese college and university staff and students have concerning English-speaking western educators who are recruited to teach in China were studied. The role that the western educator expects to play in China was also assessed. Attention was focused on the perceptions held by eight Chinese scholars studying in the United States and six U.S. instructurs who have taught in Chinese universities. Chinese students and teachers agreed that the primary role of the foreign (western) teacher in China was to impart knowledge of a particular discipline (in most cases English) and information about culture. Several of the Chinese respondents stated that the more contact with foreigners outside the classrom the better to promote informal learning. Most Chinese interviewed said that foreigners have no role to play in their educational administration. However, the role of foreign advisor exists in China's colleges. Western educators also perceived their role in China as that of teacher. They agreed with the Chinese that teaching rarely stops just because the class ends, since extra time spent with their students continued the process of educating and being educated. Most of the western teachers felt this primary role as teacher was unlikely to change in the near future. (SW)

ED 285 460 HE 020 588

Handy, Robert T.
A History of Union Theological Seminary in New York.
REPORT NO.- ISBN-0-231-06454-3
PUB DATE- 30 Mar 87
NOTE- 378p.
AVAILABLE FROM- Columbia University Press, 562 West 113th Street, New York, NY 10025 ($30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Church Related Colleges; College Role; *Educational History; *Graduate Study; Higher Education; Political Influences; *Private Colleges; *Religious Education; Social Problems; *Theological Education
IDENTIFIERS- *Union Theological Seminary NY

The history of Union Theological Seminary in New York, which was established in 1836 to train primarily Presbyterian ministerial students in the area, is reported. The institution has since evolved into a nondenominational graduate school of theology in the Christian tradition, and in recent decades has trained some students from other religions. Attention is directed to the seminary's growth, influence, and struggles during its century and a half, along with the careers of many of the important persons at the college, including Edward Robinson, Philip Schaff, Charles A. Briggs, Paul Tillich, Reinhold Niebuhr, and Henry Sloane Coffin. Also considered are a number of controversies that have arisen because of the position the seminary has taken on certain theological and social issues. These issues include support of Briggs during his trials for heresy between 1891 and 1893 and the seminary's relations with Columbia University, its Morningside Heights neighbor, during the university's turbulent 1968 rebellions. It is noted that Union Theological Seminary played an important role in the rise of the ecumenical movement, beginning with the Briggs trials. It also has been important to religious and educational history. (SW)

ED 285 461 HE 020 591

McMullan, Sandra H.
Scholarships and Fellowships. The Tax Reform Act of 1986. Special Report No. 23.
National Association of Student Financial Aid Administrators, Washington, D.C.
PUB DATE- Jun 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; *Compensation (Remuneration); *Federal Legislation; *Fellowships; Graduate Students; Higher Education; *Laws; Legal Responsibility; Research; *Scholarships; Student Financial Aid; Tax Deductions; Teaching Assistants
IDENTIFIERS- *Tax Reform Act 1986

An overview of the former taxation of scholarships and fellowships is presented, along with information on the practical implications of the changes brought about by the Tax Reform Act of 1986. Included is a copy of the guidelines issued by the Treasury Department and supplementary legislative history information from the "General Explanation of the Tax Reform Act of 1986," which was prepared by the staff of the Joint Committee on Taxation. The Tax Reform Act of 1986 substantially revised Section 117 of the Internal Revenue Code, which defines when funds received in the form of a scholarship or fellowship award are excludable from income. The changes include: (1) only degree candidates may exclude any portion of a scholarship or fellowship from income; (2) degree candidates may only exclude the amount of scholarship and fellowship awards up to the aggregate of tuition and required fees, books, and equipment; and (3) the portion of any scholarship or fellowship that is attributable to services performed by the student (including teaching or research) is subject to taxation as compensation, even if such services were requirements for the degree. Where appropriate, reference is made to the extensive legal guidelines that existed under prior law. (SW)

ED 285 462 HE 020 597

Douglas, Joel M., Ed.
Professional Employees and Collective Bargaining.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Apr 87
NOTE- 10p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, Box 322, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; Court Litigation; *Employment Practices; Federal Legislation; *Higher Education; Industry; Personnel Policy; *Professional Personnel; *School Personnel; *Unions
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

The status of professional employees at colleges and their role within the unionized workplace are considered in two articles. In "The Position of Professional Employees," Eliot Freidson discusses findings of a study on professionals and implications for college collective bargaining. Attention is directed to the validity of the position held by proletarianization theorists who claim that professionals are in much the same position as the industrial worker (i.e., without any significant power to control what they do, how to do it). The second article, "Professionals and the World of Work," by David M. Rabban, considers collective bargaining for professional employees. The influence of the 1980 decision of the U.S. Supreme Court in the National Labor Relations Board versus Yeshiva University is considered. The Court held that Yeshiva faculty were managers and were not covered by federal labor law. It is claimed that the Yeshiva decision has had minimal effects beyond private education. It is suggested that when collective bargaining conflicts with traditional professional values it is usually because of inappropriate transposition of legal doctrines developed in the industrial sector to the distinctive setting of professional employment. (SW)

ED 285 463 HE 020 599

Age Group and Sex of Students, Fall 1986. State University of New York. Office of Institutional Research Report No. 8-87.
State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
PUB DATE- Jul 87
NOTE- 719p.
AVAILABLE FROM- State University of New York, Office of Institutional Research, Albany, NY.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Age Groups; Annual Reports; *College Students; Community Colleges; *Enrollment Trends; Females; Full Time Students; Graduate Students; Higher Education; Males; Part Time Students; *Sex; State Colleges; *State Universities; Student Characteristics; Technical Institutes; Trend Analysis; Two Year Colleges; Undergraduate Students; Upper Division Colleges

The 1986 SUNY annual report is the thirteenth annual report published which presents statistical tables that array four student characteristics: age group, sex, level (undergraduate/graduate), and load (full- and part-time). Part 1 contains summary data for the entire system and each institution within the system. For each of the headcount tables, there is a corresponding table providing percent distribution arrays of the headcount data. Part 2 contains headcount and percentage arrays of students by age group for each institution and institution type. Tables are available for undergraduates, graduates, and first-time students by load. Part 3 contains summarized historical trend data for all students from fall 1980-1986. In addition, trend data are grouped into section by level (undergraduate/graduate/first-time), and each level has both headcount and percentage distributions for total, full-time, and part-time students. Additionally, in Part 5, age and sex trend data are displayed by level and load indexed to fall 1980. In Part 4, two age groups are used to profile this trend data: those under 24 and those age 25 and over. Part 6 contains a map locating the institutions of the State University of New York, Chronology of Dates of Establishment of Institutions of the State University of New York and a list of this office's publications. Finally, tables show change and percent of change in the age and sex trends by level and load from fall 1981. (SW)

ED 285 464 HE 020 600

Shreeve, William; And Others
University Department Chairs: "Who Are We?"
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Administrator Characteristics; *Administrator Responsibility; Administrator Selection; *College English; College Faculty; *Department Heads; Fringe Benefits; Higher Education; *Salaries

The role of the English department chair was studied through a national survey of departments in universities with student enrollments between 5,000 and 12,000. Attention was directed to: academic rank, length of term, how selected, number of teachers in the department, salary, fringe benefits, teaching load, and duties.

Of the 150 questionnaires mailed, 64% of the chairs responded. Nearly 100 responses were reported and analyzed. Findings include: chairs tended to administer departments ranging in size from 8 to 61 faculty members during the academic year; the term of office tended to run for a 3-year period and in most situations, chairs may be reelected an unlimited number of times; 71% of the department chairs were professors and 23% were associate professors; the average salary of an English department chair was $42,985 with a range of $21,200 to $56,000; all chairs reported that they received a reduction in teaching load ranging from 25% to 100%; additional salary was provided to about 56% of the department chairs on the basis of faculty size; and while almost half of the chairs received some supplemental compensation for performing chair duties, in most cases the supplement was less than $4,000. Recommendations concerning workload and compensation of chairs are offered. (SW)

ED 285 465 HE 020 601

Stehno, Joseph J.
The Application and Integration of Experiential Education in Higher Education.
PUB DATE- Dec 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Students; Educational Philosophy; *Experiential Learning; *Higher Education; Learning Activities; *Learning Theories; Models; *Outdoor Education

An overview of the philosophy and methodology of experiential education in higher education is presented, with attention to definitions, characteristics, models, processes, and purposes of this approach. Experiential education involves a guided process of questioning, investigating, reflecting, and conceptualizing based on direct experience. The learner is actively engaged in the process of learning, has freedom to choose, and directly experiences the consequences. The following models and processes of experiential education are considered: Dewey's three-stage process of learning, Kolb's cyclical learning process, Joplin's action-reflection cycle, Williamson's format for designing an experiential curriculum in school settings, and Kesselheim's learning process. A number of practical experiential education programs and activities are described, including cooperative education, internships, and cross-cultural field study. Other types of programming include: the University without Walls concept and experiential techniques incorporated into a course or program, such as simulations and case studies. Wilderness/outdoor experiential programs are another alternative. Recommendations for faculty and colleges are included. (SW)

ED 285 466 HE 020 602

Clewell, Beatriz Chu
Retention of Black and Hispanic Doctoral Students. Part I: Personal and Background Characteristics of Persisting and Nonpersisting Black and Hispanic Graduate Students. Part II: Retention of Minority Doctoral Students: Institutional Policies and Practices. GRE Board Research Report No. 83-4R. ETS Research Report 87-10.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Mar 87
NOTE- 96p.
AVAILABLE FROM- Educational Testing Service, Carter Road, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Black Students; College Faculty; *Doctoral Programs; *Graduate Students; Higher Education; *Hispanic Americans; Learning Experience; *School Holding Power; Student Attrition; Student Characteristics; Student College Relationship; Student Experience; Student Needs; Teacher Student Relationship

Factors influencing persistence/nonpersistence of Black and Hispanic doctoral students at the graduate entry level were studied, along with institutional practices that affect minority participation in graduate education. For the first part of the study, 63 persisting and nonpersisting doctoral students were interviewed regarding their experiences in graduate school, and information was collected about their background and personal charactersitics. Characteristics and experiences of persisters included high achievement in high school, supportive advisers, participation in professional activities during graduate school, and a desire for knowledge. In the second part of the study, 52 faculty and staff at six graduate institutions were interviewed to determine their policies and practices regarding minority doctoral students. It was found that the level of support for minority students varied greatly among colleges. Efforts that seemed to encourage minority student participation included an institution-wide policy regarding minority graduate students, coordination of services for minority students by a unit above the departmental level, special admissions arrangements, and support services focused on minority students' needs. (Author/SW)

ED 285 467 HE 020 603

Muffo, John A., Ed.; McLaughlin, Gerald W., Ed.
A Primer on Institutional Research.
Association for Institutional Research.
PUB DATE- 87
NOTE- 141p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Budgeting; College Programs; Comparative Analysis; Dropout Research; *Economic Factors; *Higher Education; Information Needs; *Institutional Research; Needs Assessment; Peer Institutions; *Program Evaluation; School Community Relationship; Self Evaluation (Groups); *Statistical Analysis; *Student Attrition
IDENTIFIERS- *Spreadsheets; Statistical Packages

The state-of-the-art in 10 areas of institutional research is considered in this collection of 10 articles. Of concern are: student attrition and retention, academic program evaluation, financial issues and economic impacts of higher education, institutional self-study and regional accreditation, peer studies of institutions, statistical packages and spreadsheets, and the institutional factbook. Titles and authors are as follows: "Principles of Longitudinal Enrollment Analysis: Conducting Retention and Student Flow Studies" (Peter T. Ewell); "Studying Student Attrition and Retention" (Patrick T. Terenzini); "Designing and Conducting Needs Assessment Studies" (Mary Katherine Wilders); "Program Evaluation in Higher Education" (Richard F. Wilson); "Budgeting and Financial Planning" (Stefan D. Bloomfield); "Economic Impact Studies" (Mary K. Kinnick, R. Dan Walleri); "Institutional Research Support of the Self Study" (Richard D. Howard, James O. Nichols, Larry W. Gracie); "Peer Institutional Studies/Institutional Comparisons" (Deborah J. Teeter, Paul T. Brinkman); "The Institutional Factbook: Key to Perception of Institutional Research and Information Dissemination on the Campus" (J. Nichols, R. Howard, Bobby H. Sharp); and "Using Statistical Packages/Spreadsheets" (Bernard D. Yancey, Maryann S. Ruddock). (SW)

ED 285 468 HE 020 605

Denton, Margaret A.; And Others

Employment Survey of 1985 Graduates of Ontario Universities. Summary Report. Research Brief = Enquete sur la Situation Professionnelle des Diplomes de 1985 des Universites de l'Ontario. Rapport Sommaire. Recherche en Bref.

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

REPORT NO.- ISBN-0-7729-2404-X
PUB DATE- 87
NOTE- 134p.
AVAILABLE FROM- MGS Publication Services, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada M7A 1N8 ($4.25).
LANGUAGE- English; French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *Educational Background; *Education Work Relationship; *Employment Experience; Foreign Countries; Graduate Surveys; Higher Education; Job Application; *Majors (Students); Relevance (Education); Student Characteristics
IDENTIFIERS- Canada; *Ontario

Results of a survey of 1985 graduates from Ontario, Canada, universities are presented in English and French. A total of 36,315 questionnaires were mailed, and the response rate was 56.9%. Information was collected on demographic and background characteristics of the graduates, degree level, major, type of program, decisions for further education, job-search procedures, employment experiences, employment status, initial and subsequent occupational choices, starting and current salaries, job satisfaction, migration, and parents' education. Findings for the 1985 graduates include: 81% were in the labor force in spring 1986; the unemployment rate in spring 1986 was 7.3%; 18.3% continued their education as full-time students; males had higher starting and full-time salaries than females; graduates with first professional, master's, and doctoral degrees had higher employment

rates than holders of three- or four-year bachelor's degrees or diplomas; graduates in health professions and occupations and commerce and business administration had higher employment rates than graduates in other fields; and the most successful job search strategies were assistance from cooperative or internship employers and friends or relatives. (SW)

ED 285 469 HE 020 607

Bersted, Chris T.
Musk as a Pheromone? Didactic Exercise.

PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Experimental Psychology; Higher Education; *Hypothesis Testing; Laboratory Experiments; *Psychological Studies; Quasiexperimental Design; Research Design; *Research Methodology; *Research Skills; Student Projects

A classroom/laboratory exercise has been used to introduce college students to factorial research designs, differentiate between interpretations for experimental and quasi-experimental variables, and exemplify application of laboratory research methods to test practical questions (advertising claims). The exercise involves having randomly divided groups smell either a commercial cologne/perfume or the same product to which musk oil has been added, and then rating the sample on both attracting-repelling and masculine-feminine dimensions. The exercise is presently used in a laboratory section of a beginning course in psychological research methods, but could be adapted to a classroom. Hypotheses generated by students concern the possible pheromone-like qualities of musk oil, based both on known qualities of musk and on advertising claims. Discussion of possible results with students provides an opportunity for: (1) contrasting independent and quasi-independent variables, (2) introducing the concept of interactions and the way they may qualify or nullify main effects, and (3) suggesting the usefulness of multiple dependent variables. After the discussion, students write individual experimental reports of the research. (Author/SW)

ED 285 470 HE 020 608

Nikels, Kenneth W.
An Introductory Demonstration for Introductory Psychology.
PUB DATE- Aug 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *College Instruction; *Demonstrations (Educational); Higher Education; *Introductory Courses; *Learning Activities; *Psychology

The use of a classroom demonstration to introduce students to introductory psychology is described. It is employed early in the semester and has been an effective way to preface many topics and issues that the general psychology course normally includes. The demonstration consists of the class listening to a tape for 5-6 minutes and recording every word or phrase they hear. The tape consists of only one word, but students invariably report a number of words and phrases. In fall 1985, 75 students participated in the demonstration. While the average number of different words reported was 13.04, the range was from a low of 3 words to a high of 28 words. The lists collected from the class resulted in a total of 256 different words. Classroom discussion focuses on a variety of topics, including consciousness, perception, brain function, and projective techniques. The importance of recognizing and appreciating the uniqueness of individuals is also emphasized. An appendix lists words reported by the students. (Author/SW)

ED 285 471 HE 020 609

Oliver, E. Eugene
Saudi Arabia. A Study of the Educational System of Saudi Arabia and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
REPORT NO.- ISBN-0-910054-88-6
PUB DATE- 87
NOTE- 136p.; Appended materials contain marginally legible print.
AVAILABLE FROM- American Association of Collegiate Registrars and Admission Officers, One Dupont Circle, NW, Suite 330, Washington, DC 20036 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Business Administration Education; *College Students; Educational Certificates; Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; Higher Education; *High School Students; Institutional Characteristics; Single Sex Colleges; *Student Placement; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS- *Foreign Educational Credentials; *Saudi Arabia; United States

Information on the educational system of Saudi Arabia and the placement of Saudi students in U.S. schools and colleges is presented. After briefly introducing the country and the educational system, attention is directed to elementary education. A new type of secondary school program that includes general and specialized courses is described. Secondary level vocational and technical, commercial, and agricultural programs also are offered. Separate institutes for males and females train allied health workers. There are specialized institutes for preparing elementary and secondary male teachers of art, physical education, and science and mathematics. Military education is also offered at five academies. There are 11 girls' colleges and 7 universities, 2 of which offer programs below the bachelor's level to train skilled technicians. Bachelor's and graduate degree programs, enrollments, budgets and facilities, faculty, and study abroad are described, and profiles for each university and girls' college are provided. Guidelines are presented to help admissions officers determine the admissibility and appropriate level of placement of Saudi students in U.S. institutions. Appended are copies of certificates of completion and grade reports from different Saudi schools. (SW)

ED 285 472 HE 020 612

Vickio, Craig; Tack, Martha W.
The Orientation of New Graduate Students at Bowling Green State University.
Bowling Green State Univ., Ohio.
PUB DATE- Jul 87
NOTE- 92p.; Portions of document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Departments; Evaluation Criteria; Family School Relationship; *Graduate Students; Higher Education; Information Needs; Personnel Evaluation; *Program Evaluation; Rating Scales; Research Assistants; *School Orientation; Spouses; *State Universities; *Student Adjustment; *Student College Relationship; Teaching Assistants
IDENTIFIERS- *Bowling Green State University OH

The graduate student orientation program conducted at Bowling Green State University (BGSU) is described, and supplementary orientation materials are provided. The orientation program incorporates the following thrusts: instructional and research programming, personal and professional development, departmental programming, social interaction, and activities for spouses and partners. In addition to describing these components, information is provided on the selection and roles of the following program staff: the director, assistant director, coordinators, and orientation leaders. The budget and evaluation of the program are also briefly addressed. Appended materials include: a 28-page orientation program booklet that includes descriptions of the orientation sessions; information on departmental programming; an orientation program coordinator rating form and information on evaluation criteria; position descriptions for orientation staff; a proposed timeline for implementing a graduate student orientation program; evaluation forms for orientation program sessions; spouse-partner program evaluation forms; an orientation program evaluation form for graduate students; and an evaluation form for leader training. (SW)

ED 285 473 HE 020 613

Washington, Michael; And Others

Academic Success and the College Minority Student. A Guidebook for College Survival.

REPORT NO.- ISBN-0-536-05803-2
PUB DATE- 85
NOTE- 114p.; Consultant for the publication was W. Neal Simpson and the editor was Linda Dixon.
AVAILABLE FROM- Ginn Press, 191 Spring Street, Lexington, MA 02173.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Academic Achievement; Achievement Gains; American Indians; Asian Americans; Black Students; College Preparation; *College Students; *Disabilities; *Females; Higher Education; Hispanic Americans; Latin Americans; Mexican Americans; *Minority Groups; Puerto Ricans; Racial Discrimination; Sex Discrimination; Student Attrition; *Student Experience; Success

College performance of minority groups is addressed, including oppressed ethnic groups (Native Americans, Asian Americans, Puerto Ricans, Chicanos or Latinos, and Afro-Americans), as well as handicapped students and female students. This definition includes those who face discrimination because of race and/or oppressed ethnic status, physical handicap, or sex. After a historical analysis of the minority student in college, obstacles to succeeding in college are identified for each group. The dilemma for women and handicapped students is based on their abilities or willingness to face discrimination in order to attain a college education. While these are also the dilemmas facing oppressed racial/ethnic minorities, the latter also face the problem of losing their cultural identities. Causes of the high attrition rate among minority college students are often related to the lack of preparation for college as well as the college experience itself.

Success in college for the minority student requires both an individual and collective approach, including developing a more positive self-image and an attitude of success, effective use of time and college resources, participation in student organizations, and effective support networking systems. (SW)

ED 285 474 HE 020 614

Gaines, Francis Pendleton
Presidents and Deans: A Changing Academic Scene.
PUB DATE- 87
NOTE- 224p.
AVAILABLE FROM- University Associates, P.O. Box 12504, Tucson, AZ 85732 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Administrator Role; Autobiographies; *College Presidents; *Deans; Higher Education; *Leadership Qualities; Personal Narratives

An autobiography by Francis Pendleton Gaines, who served as a college president or university dean for 35 years, is presented. Dr. Gaines came from an academic family: his father was president of Washington and Lee University and his uncle was a Hampden-Sydney College president. The account covers his family background, his boyhood and personal life, and his education and professional experiences. He attended undergraduate school at Washington and Lee University and the University of Arizona and completed a master's degree at the University of Virginia. His first faculty position was teaching elementary history at Birmingham-Southern College, where he also served as Dean of Men. He also taught briefly at a preparatory school and returned to the University of Virginia to take his Ph.D., after which he became Director of Development at the University of Houston. Next, he became Dean of Students at Southern Methodist University. At age 33 he became president of Wofford College and then went on to serve as Dean of Continuing Education and Dean of Administration at the University of Arizona. At age 41 he had two brain operations because of a parasitic infection and was left partially paralyzed; however, he still worked another 25 years. (SW)

ED 285 475 HE 020 617

Financing Higher Education. Examples Comparing Existing and Proposed Student Aid Programs. United States General Accounting Office Fact Sheet for the Chairman, Subcommittee on Labor, Health, and Human Services, Education, and Related Agencies, Committee on Appropriations, United States Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO-HRD-87-88FS
PUB DATE- Apr 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Eligibility; *Federal Aid; Financial Needs; Financial Policy; Grants; Higher Education; Income; *Loan Repayment; Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Debt (Financial); *Paying for College

Federal student financial aid programs were compared with programs proposed by the Reagan Administration in the Department of Education's fiscal year 1988 budget. Of concern were: total aid received by a student, the portions provided as grants and loans, and the portion of the student's postgraduation income that would be required to repay the loans for a range of income levels. Student records were obtained for 57 freshmen receiving federal aid, within a range of family incomes, enrolled in four schools in Florida. To illustrate students' financial aid packages and repayment patterns, 12 students were compared on: total costs of school; projected financial aid needs and resulting debt burden; and the estimated time it would take to repay student loans under different postgraduation income assumptions. It was found that under the administration's proposal, less aid would be provided, and there would be a shift from grants to loans and consequently higher debt burdens for students. With enactment of the Income Contingent Loan Program, graduates who work in higher pay occupations would pay higher monthly payments and would repay their loans faster and with less total interest cost than those in lower paying occupations. Data tables for the 12 students and five statistical figures comprise the bulk of the document. (SW)

ED 285 476 HE 020 618

Student Public Service and the "Human Corps." A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986). Commission Report 87-12.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 16 Mar 87
NOTE- 145p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; College School Cooperation; *College Students; Disadvantaged; *Experiential Learning; Higher Education; High School Students; Internship Programs; Mentors; Minority Groups; Outreach Programs; *Public Service; *School Community Relationship; Social Problems; Social Responsibility; *Student Participation; Volunteers
IDENTIFIERS- *California State University; *University of California

Information on current and planned student public service programs sponsored by the University of California and the California State University (CSU) is presented. An historical and national perspective on public service by college students is provided. The state legislature directed the universities to establish a "Human Corps" program to promote the ethics of public service for students and to address social problems. Students would act as mentors to disadvantaged students or participate in a community agency dedicated to public service and problems such as illiteracy, dropout prevention, environmental contamination, and inadequate housing. Undergraduates would be required to take part in the Human Corps. The university sectors were to assess the extent of existing community service activities and ways to extend, coordinate, and fund these activities. Appended are the planning reports of CSU, the University of California, and the California Student Aid Commission. The CSU report summarizes findings of a community services survey, describes exemplary programs, and discusses services to high schools with large minority enrollments. The Student Aid Commission report considers the availability of state and federal financial aid for public and community service. (SW)

ED 285 477 HE 020 619

Proposed Construction of San Diego State University's North County Center. A Report to the Governor and Legislature in Response to a Request for Capital Funds from the California State University To Build a Permanent Off-Campus Center of San Diego State University in San Marcos. Commission Report 87-5.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 2 Feb 87
NOTE- 95p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; *Construction Costs; Facility Planning; Graduate Study; Higher Education; Multicampus Colleges; *Off Campus Facilities; Resource Allocation; State Aid; *State Universities; *Upper Division Colleges
IDENTIFIERS- *San Diego State University CA

A proposal by the trustees of California State University to purchase a 350- to 400-acre site for a permanent upper-division and graduate off-campus center of San Diego State University in the city of San Marcos is considered. The proposal is evaluated in light of criteria contained in "Guidelines and Procedures for Review of New Campuses and Off-Campus Centers" of the California State Postsecondary Education Commission. The question of whether the north county area needs only an off-campus center or a full four-year campus is discussed. Strengths and weaknesses of the proposal and recommendations regarding the center are considered. Two principal findings are: (1) because the need for expanded educational services in the North San Diego County area is great, the legislature and governor should provide funds in the 1987 Budget Act to purchase a large site for eventual use of the center; but (2) because of deficiencies in the State University's proposal regarding the center's projected enrollment, academic master plan, and services to the disadvantaged, the legislature and governor should approve no funds for development of the site until the Commission concludes that these deficiencies have been corrected. (SW)

ED 285 478 HE 020 620

Educational Costs in Technical and Professional Fields of Study. A Report to the Legislature in Response to Assembly Concurrent Resolution 38 (Chapter 50 of the Statutes of 1986). Commission Report 87-21.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 27 Apr 87
NOTE- 27p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Architectural Education; Budgeting; College Programs; Computer Science Education; Dental Schools; Engineering Education; Faculty Workload; Higher Education; Medical Education; *Professional Education; *Program Costs; *Resource Allocation; *State Universities; Teacher Salaries; Teacher Student Ratio; *Technology; Veterinary Medical Education
IDENTIFIERS- *California State University; *University of California

Relative costs in specialized occupational fields of study at the California State University and the University of California are evaluated by the California Postsecondary Education Commission. Procedures used by the universities to allocate resources among various technical and specialized fields of study are described. The analysis indicates that both universities have the option of adjusting support in areas such as faculty salaries and staffing ratios to respond to changing demands for educational services. The Commission recommends continuation of current state budget procedures, which are judged to be responsive to the funding needs of the many educational fields of study at the University of California and California State University, including technical fields. It is also concluded that the current system provides the flexibility needed to respond to changing student demands and to changes in systemwide and state educational priorities. Information is included on: faculty workload formulas that take into account level and mode factors, the current space standards for disciplines at California State University, and student-faculty ratios used in funding health sciences at the University of California. The text of a relevant state legislative resolution is appended. (SW)

ED 285 479 HE 020 621

Hamlett, Bruce D.; Haldeman, William K.
Changes in California State Oversight of Private Postsecondary Education Institutions. A Staff Report to the California Postsecondary Education Commission. Commission Report 87-16.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 16 Mar 87
NOTE- 17p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Educational Quality; *Government School Relationship; Institutional Evaluation; Postsecondary Education; *Private Colleges; Program Evaluation; *State Licensing Boards; *State Standards
IDENTIFIERS- *California; Out of State Institutions; Western Association of Schools and Colleges

Changes during the last year in legislation, policies, and procedures that affect the operations and quality of California's private colleges are described. Accredited in-state and out-of-state colleges, approved colleges, and authorized colleges are covered. Colleges can substitute periodic peer review through an accrediting agency for review by the state oversight agency. The Western Association of Schools and Colleges (WASC) accredits most California degree-granting institutions. Approval involves state review and assessment of the quality of the college and its programs. Authorization is needed to start new colleges and to operate existing colleges with little or no governmental oversight. Developments during the last year include: some colleges have difficulty complying with new WASC accreditation standards; out-of-state accredited colleges will be reviewed through a new licensure process involving formal and cooperative assessment by a regional accrediting association and the State Department of Education; questions remain about the state approval process and its ability to permit the licensure of only quality institutions; and weaknesses exist within the statute that allows institutions with questionable academic programs to continue to operate. (SW).

ED 285 480 HE 020 622

Sallee, Joan S.
Segmental Actions Regarding Remedial Education. A Progress Report. Staff Report Series. Commission Report 86-39.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 28 Apr 86
NOTE- 111p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *College Preparation; *College School Cooperation; *Community Colleges; Credit Courses; Educationally Disadvantaged; Government School Relationship; High Risk Students; Postsecondary Education; Program Evaluation; Public Colleges; *Remedial Instruction; *State Universities
IDENTIFIERS- California Community Colleges; *California State University; *University of California

The progress of the California community colleges, the California State University (CSU), and the University of California in providing remedial courses and services to underprepared students is reported. Attention is directed to progress in implementing 17 recommendations made by the California Postsecondary Education Commission in the 1983 report, "Promises to Keep, Remedial Education in California's Public Colleges and Universities." Three of the recommendations relate to the issue of awarding academic credit for remedial work, while five recommendations deal with needed studies, evaluation, and reports. Four of the recommendations were directed to the University of California and CSU, and five dealt with the community colleges. Three reports are appended: (1) "Progress Report to the California Postsecondary Education Commission on Implementing Recommendations from 'Promises to Keep'" (University of California, February 1, 1986); (2) "Implementation of the CSU Plan to Reduce Remedial Activity, 1985-1990: A Progress Report," (January 1986); and (3) "Biennial Report of the California Community Colleges in Response to Recommendations from 'Promises to Keep,'" (February 1986). (SW)

ED 285 481 HE 020 623

Comments on the Report of the California State University on the Potential Effects of Its 1988 Course Requirements. A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986).

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 16 Mar 87
NOTE- 124p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Admission Criteria; *College Admission; College Applicants; *College Preparation; Course Selection (Students); *Eligibility; Government School Relationship; Postsecondary Education; *Secondary School Curriculum; *State Universities
IDENTIFIERS- *California State University

The potential effects of California State University's (CSU) 1988 freshman admission requirements are evaluated in a CSU's report and in commentary on the report by the California Postsecondary Education Commission. Attention is directed to eight concerns expressed by the California Legislature regarding the potential impact of the new course requirements. CSU's report responds to each of the eight items. The Commission's commentary quotes the legislative concern, summarizes CSU's response, and offers the Commission's conclusions about the response. Despite CSU's effort to assure wide access to students in the top one-third of the high school graduating class, the Commission has questions about both the availability of high school courses and the course-taking patterns of students. The Commission recommends: clarifying the role of course requirements in determining student eligibility, and structuring future reviews of the impact of the requirements in order to minimize their constraints on access. CSU's report includes a list of 447 public schools having 25% or more minority enrollment, grouped by CSU campus service area. (SW)

ED 285 482 HE 020 624

Standardized Tests Used for Higher Education Admission and Placement in California during 1986. The Second in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Commission Report 87-13.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 16 Mar 87

NOTE- 117p.; For the first annual report, see ED 270 024.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Admission Criteria; Aptitude Tests; *College Admission; *College Entrance Examinations; Educational Testing; *Graduate Students; Higher Education; Law Schools; Medical Schools; Professional Education; Scores; *Standardized Tests; Student Placement; Testing Programs; *Undergraduate Students
IDENTIFIERS- American College Testing Program; *California; College Board Achievement Tests; Graduate Management Admission Test; Graduate Record Examinations; Law School Admission Test; Medical College Admission Test; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; Test of English as a Foreign Language

A report on tests used by California undergraduate institutions and by graduate and professional schools is presented by the California Postsecondary Education Commission. Information is provided on five tests used by undergraduate colleges: the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, the Scholastic Aptitude Test, College Board Achievement Tests, the American College Test, and the Test of English as a Foreign Language. Also covered are four tests used by graduate and professional schools: the Graduate Record Examinations, the Graduate Management Admission Test, the Law School Admission Test, and the Medical College Admission Test. In addition to describing the tests, information is included on: mean scores by ethnicity and sex, percentages of examinees achieving scaled score levels, and percentile rank ranges by subject area tested. For each test, information is provided by the testing agency on: the beginning and ending dates of the testing year, total times the test was taken during the testing year, and direct expenses for the testing program categorized by type of expense. The text of California Senate Bill 1758 concerning postsecondary education and standardized tests is appended. (SW)

Time Required To Earn the Bachelor's Degree. A Commission Review of Studies by the California State University and the University of California in Response to Senate Bill 2066 (1986). Commission Report 87-14.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 16 Mar 87
NOTE- 22p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Bachelors Degrees; College Freshmen; *College Graduates; College Transfer Students; Comparative Analysis; Ethnic Groups; Higher Education; Longitudinal Studies; Majors (Students); Sex; *State Universities; Student Attrition; *Time; *Undergraduate Study
IDENTIFIERS- *California State University; *University of California

Studies on the time bachelor's degree recipients required to earn their degrees at California State University (CSU) and the University of California during the years 1975 to 1985, were reviewed by the California Postsecondary Education Commission. The California Legislature requested information on: the number of graduates, by campus and ethnicity, who graduated in 4 or 5 academic years or longer; the effect of impacted majors on average time to degree; and reasons why students took longer than 4 years to graduate. The universities were allowed to use existing information for the reports; however, the Commission found this data to be inadequate. CSU's data on graduation, continuation, and tracking rates covered only 1973-1978. These rates are reported by students' category of admission, ethnicity, sex, and campus. Time to degree at the University of California is reported for regularly admitted freshmen who graduated in 1985. Priorities for improving the data are recommended: effects of transfer on attrition and time to degree; effect of impacted majors and course availability on attrition and time to degree; effect of admission status; and insight about time required to earn degrees at comparable public universities in other states. California Senate Bill No. 2066 is appended. (SW)

ED 285 484 HE 020 626

The Class of '83 One Year Later. A Report on Follow-Up Surveys from the Commission's 1983 High School Eligibility Study. Commission Report 87-19.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 87
NOTE- 48p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; *College Attendance; College Preparation; Eligibility; Employment Experience; Family Income; Followup Studies; *Graduate Surveys; Higher Education; *High School Graduates; Parent Background; Questionnaires; *Student Attitudes; *Student Experience
IDENTIFIERS- *California; California State University; University of California

Results of two follow-up surveys of 1983 California high school graduates are presented. A sample of 1983 California public and private high schools graduates were surveyed in January 1984 to determine their fall 1983 activities (e.g., postsecondary studies, employment, military service). In May 1984, respondents to a second survey indicated their views concerning: changes to improve their high school or high school experiences; the quality of their high school preparation for post-high school activities; sources of information and influence; the influence of extracurricular activities; the type of their program (e.g., academic, vocational); the importance of homework; and the accuracy of grades. Respondents also rated the importance of 13 goals and identified their educational aspirations. Information was also collected on: type of postsecondary activity by sex and whether respondents were eligible to attend the University of California or California State University; and the relationship between parental income/educational attainment and eligibility for college attendance for students of different ethnic groups. Students comments from the surveys are included to illustrate the variety of experiences and opinions. The questionnaires are appended. (SW)

ED 285 485 HE 020 627

Barnes, Ward E.; Travers, Paul D.

Index to Minutes, Normandy Board of Education, 1957-1966, Concerning the Establishment of The University of Missouri-Normandy Residence Center and The University of Missouri-St. Louis.

Missouri Univ., St. Louis. School of Education.

PUB DATE- Sep 72

NOTE- 18p.; The minutes themselves are available for reference in the offices of the Normandy Board of Education, 7837 Natural Bridge Road, St. Louis, Missouri, upon request to the Superintendent of Schools.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Archives; *Board of Education Role; College Administration; *Educational History; *Governance; Higher Education; Indexes; Multicampus Colleges; *State Universities

IDENTIFIERS- *University of Missouri Saint Louis

An index that shows the historic evolution of the founding of the University of Missouri-St. Louis campus is presented. The references to citations are those pertinent to action by the Normandy Board of Education concerning establishment of the University, originally as a residence center and eventually as a four-year state university. Since no definitive history of the university has been written, this index may be valuable to researchers and students. The index covers minutes of the Board of Education during 1957-1966 concerning the university. The index includes page references to the minutes. (SW)

ED 285 486 HE 020 628

King, Lovern Root
Cultural Diversity: New Directions for Education.

PUB DATE- Feb 86
NOTE- 9p.; Paper presented at the Western Meeting of the National Social Science Association (Seattle, WA, February 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; Cultural Awareness; Cultural Differences; *Cultural Education; *Cultural Pluralism; *Educational Objectives; Ethnic Groups; Ethnic Relations; Higher Education; Immigrants; *Intercultural Programs; Intergroup Relations; *Minority Groups; *Multicultural Education; Social Sciences; Sociocultural Patterns

Perspectives concerning cultural diversity and the schools are presented. It is suggested that educational preparation is needed in the United States for the social, political, and economic realities brought about by the growth in both immigration and births among native minority groups. Schools should be aware of students' cultural diversity and such factors as the influence of family values and the community. Research suggests that the following factors have been found to be critical to successful completion of college: dealing with racism, positive self-image, realistic self-appraisal, preference for long-range goals, availability of a strong support person, successful leadership experience, and demonstrated community service. To promote cultural diversity, emphasis should be placed on: the meaning and nature of groups, how images of groups develop, different group perspectives of reality, and the value and possibility of cross-cultural communication. It is suggested that social science courses should address diversity of language, race, culture, and religion. Mention is made of efforts by member states of the Council of Europe to coordinate educational systems that can balance cultural assimilation and preservation of cultural roots. (SW)

ED 285 487 HE 020 630

Franks, Lynne Rosengrant

Israel and the Occupied Territories. A Study of the Educational Systems of Israel and the Occupied Territories and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.

REPORT NO.- ISBN-0-910054-87-8

PUB DATE- 87

NOTE- 292p.; Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, NW, Suite 330, Washington, DC 20036 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Admission; College Programs; *College Students; Educational Certificates; Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; Higher Education; *High School Students; Institutional Characteristics; Nursing Education; *Student Placement; Teacher Education; Technology

IDENTIFIERS- Foreign Educational Credentials; *Gaza Strip; *Israel

Information on the educational systems of Israel and the Occupied Territories (West Bank and the Gaza Strip) and guidelines on placing students from this region in U.S. high schools and colleges are presented. After describing the country and territories, attention is directed to preschool, primary, and intermediate education; secondary education; teacher training and the education profession; nursing and other health professions; overseas student programs in Israel; technological education; higher education; and the United Nations Relief and Works Agency for Palestine Refugees in the Near East. Profiles of technical and higher education institutions in Israel and the Occupied Territories cover degrees/diplomas, admission requirements, college programs, and school characteristics. General information on Israeli higher education includes: college organization and administration, the grading and credit systems, examinations, and degree programs. Guidelines for admissions officers focus on the admissibility and appropriate level of placement of students from Israel and the territories in U.S. schools. A glossary and list of postsecondary technological/vocational schools are appended. (SW)

ED 285 488 HE 020 631

Nursing Education Trends, 1981-1985.

New York State Education Dept., Albany. Office of the Professions.

PUB DATE- 87
NOTE- 98p.
AVAILABLE FROM- New York State Education Department, Office of the Professions, Albany, NY 12230.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Applicants; College Faculty; College Graduates; College Programs; *College Students; *Degrees (Academic); Educational Certificates; *Enrollment Trends; Ethnic Groups; Geographic Distribution; Higher Education; Minority Groups; *Nursing Education; *Practical Nursing; State Surveys; Trend Analysis
IDENTIFIERS- *New York

Trends in nursing education during 1981-1985 for New York State are presented, with attention to nursing program applications, students admitted, total program enrollment, and graduations according to sex and racial/ethnic origin of students and graduates, along with the number of unfilled places and the number of qualified applicants that the program could not accommodate. Also included are statistics comparing national mean scores to the performance of first-time New York State candidates taking the National Council Licensure Examinations for registered nurses and practical nurses. The data are presented for 5-year periods where possible and by Regents Planning Regions to show trends and regional differences. In addition to practical nursing programs, generic professional nursing programs are covered at the diploma, associate, baccalaureate, and generic master's levels. Additional data include: number of nurse faculty in professional nursing programs and practical nursing programs by type of program; number of full- and part-time nurse faculty by type of program and highest earned credential; and nurse faculty members by racial/ethnic origin. (SW)

ED 285 489 HE 020 632

Student Aid. Financial Assistance to Scholarship Athletes. Briefing Report to the Honorable Byron L. Dorgan, House of Representatives.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO-HRD-87-78BR
PUB DATE- 11 May 87
NOTE- 16p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Athletes; College Admission; *College Athletics; *Eligibility; *Federal Aid; Higher Education; Intercollegiate Cooperation; *Scholarships; School Surveys; *Student Financial Aid

A review of college athletes receiving federal financial aid in addition to athletic scholarships was conducted by the U.S. General Accounting Office. Information on admission procedures, financial aid awards, and evidence that students maintain academic progress was obtained from Michigan State University. In addition, interviews were conducted with officials from 22 other universities to determine the number of scholarship athletes in football and basketball receiving federal financial aid and the dollar amounts awarded. The amount of federal aid to scholarship athletes appeared to be small. Of 2,350 scholarship athletes in football and basketball attending the 23 universities during 1984-1985, 456 received Pell Grants totaling $493,649, an average of $1,083. None of the athletes received Supplemental Educational Opportunity Grants, National Direct Student Loans, or College Work-Study funds. In 1986, the National Collegiate Athletic Association began requiring athletes to meet higher admission and academic requirements, such as minimum Scholastic Aptitude Test scores of 700 to be admitted and grade point averages of 2.00 (on a 4.00 scale) by the beginning of the fourth school year, in order to be eligible to participate in intercollegiate sports. (SW)

ED 285 490 HE 020 633

Morrison, James L.; And Others
The Environmental Scanning Project at the University of Georgia Center for Continuing Education.
PUB DATE- Jul 87
NOTE- 39p.; Paper presented at the Meeting of the Society for College and University Planning (Washington, DC, July 20-24, 1987). Figures contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Planning; Economic Factors; Higher Education; *Information Needs; *Long Range Planning; Political Influences; Program Descriptions; Social Environment; Technological Advancement
IDENTIFIERS- *Environmental Scanning; *University of Georgia; University of Minnesota

The environmental scanning project at the University of Georgia Center for Continuing Education is described. The project attempts to identify signals of change in all sectors of the external environment. Information resources have been selected from the social, technological, economic, and political aspects of the environment at the international, national, regional, and state levels. A process has been designed to ensure that these resources are systematically and regularly reviewed. After describing the history, structure, and circumstances leading to the project, details are provided of how the structure was established and how the system operates to provide strategic direction in organizational and program planning. The benefits, costs, problems, and issues experienced in about 15 months of operating the system are also discussed. Experiences with the University of Georgia system are also compared with those of the University of Minnesota. A scanning taxonomy that can be used to classify abstracts produced in the environmental scanning process is appended, along with a sample abstract, a list of resources being scanned, and a list of issues identified by environmental scanning in 1985-1986. (SW)

ED 285 491 HE 020 635

Cook, Mary Lou Wranesh
The Poster Session as a Student Reporting Technique.
PUB DATE- Jan 87
NOTE- 10p.; Paper presented at the Annual Research in Nursing Education Conference (San Francisco, CA, January 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Display Aids; Higher Education; Learning Experience; *Nursing Education; *Publicity; Student Attitudes; *Student Projects; *Visual Aids

Students in a senior level community health nursing course were required to complete an assignment and display their results in a poster session. The objective was to educate professional nurses to be prepared as presenters and viewers of poster sessions in order to publicize nursing activities. Using high risk groups in the community as the subject matter, students collected information to answer questions specific to each high risk group. General guidelines for displays were provided. The class members were also expected to be the audience for other members of their class to view, question, and comment. Pretest and posttest questionnaires were used to determine students' attitudes regarding preparation for the poster session, the importance of publicizing nursing activities, and the perceptions of this activity as a learning experience. Questionnaire results showed that students perceived themselves to be generally well prepared for the poster session and perceived importance in publicizing nursing activities. (SW)

ED 285 492 HE 020 638

Dixon, Rhonda J.
Parents of Illinois Eighth Graders: A Survey of Their Knowledge about Academic and Financial Planning for Their Child's Education beyond High School.
Illinois State Scholarship Commission, Deerfield.
PUB DATE- 87
NOTE- 41p.; Table 1 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; *College Admission; *College Bound Students; Grade 8; Higher Education; *Information Needs; *Parent Attitudes; Planning; Questionnaires; *Student Costs; *Student Financial Aid
IDENTIFIERS- *Paying for College

Parents of Illinois eighth graders were surveyed to determine their knowledge about college admission requirements, costs, their plans to meet those costs, and their knowledge of financial aid in planning for their child's education beyond high school. Parents surveyed were from 30 schools that represented the following settings: Chicago suburban, large cities downstate (Springfield), independent cities downstate, rural towns, private schools in the Springfield Diocese, and Chicago inner-city. A total of 3,474 surveys were distributed, and the response rate was 38%. Private schools had the highest response rate (56%), and Chicago schools had the lowest (23%). Findings indicated a serious lack of college planning information. Even though 64% of the surveyed parents who were planning to send their child to college expected parent savings to help pay college costs, 56% stated they had no idea how much it was going to cost. Further, of the parents surveyed, 57% had not heard of the new Illinois Board of Higher Education's admissions requirements scheduled to go into effect the fall of 1990 when their eighth graders would be ready to enter college. Findings for the 22 survey questions are presented, and the questionnaire is appended. (SW)

ED 285 493 HE 020 727

Teaching Assistant Policies and Procedures.
Wisconsin Univ., Madison.
PUB DATE- Jan 85
NOTE- 26p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Instruction; Eligibility; Employment Practices; *Graduate Students; Higher Education; *Noninstructional Responsibility; *Personnel Policy; Supervision; Teacher Responsibility; *Teaching Assistants; Teaching Conditions
IDENTIFIERS- *Teaching Assistant Training Project; *University of Wisconsin Madison

Policies and procedures covering graduate teaching assistants (TAs) at the University of Wisconsin-Madison are presented. A TA's duties may include classroom teaching under the direction of a faculty member, assisting in teaching classes, discussion groups, problem-solving sessions or laboratories, assisting in planning courses and developing instructional materials; preparing and grading exams; evaluating student assignments; and serving on assignment committees. Teaching assistant appointment concerns include: equal appointment opportunity, types of appointments, guarantees of long-term support, probationary period, appointments during the fifth year and beyond the sixth year of graduate study, appointment criteria, experience levels, stipends, course assignment, summer session appointments, English proficiency, and sick leave and maternity or paternity leave. Information is also provided on: committee governance structure; class size and instructional responsibilities; educational planning; orientation, supervision, and evaluation of teaching assistants; discipline or discharge; grievance procedure; instructional resources and environment; and benefits (tuition deduction and health care). (SW)

ED 285 494 HE 020 728

Manual for Teaching Assistants.
Wisconsin Univ., Madison. Coll. of Letters and Science.
PUB DATE- Sep 85
NOTE- 74p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancillary School Services; Annotated Bibliographies; *Classroom Techniques; *College Instruction; Educational Testing; Foreign Students; Grading; Graduate Students; Higher Education; Information Sources; *Student Evaluation; Student Personnel Services; *Teaching Assistants; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Teaching Assistant Training Project; *University of Wisconsin Madison

Information on teaching techniques, student evaluation, and campus resources is presented for new teaching assistants. Topics include: lecturing, leading discussion sessions (especially in the humanities and social sciences), teaching the laboratory section, teaching a section of a course, teaching a foreign language, office hours, and use of the blackboard and audiovisual equipment. The section on evaluating student performance covers exams and quizzes; papers, essays, and major class projects; homework; grading and record-keeping; and cheating and plagiarism. Academic policies affecting undergraduates and academic deadlines for undergraduate and graduate students are specified. The following campus resources are covered: study skills, tutoring, and academic skill building programs; academic advising and the academic deans' offices; programs for students with special needs; library services; audiovisual, computing and testing services; health services/personal counseling; and career advising and placement/vocational counseling programs. Information on U.S. education is included for foreign teaching assistants. A three-page annotated bibliography deals with general works, journals, and books on test construction. A list of teacher assistant handbooks is also provided. Appended is a six-page list of audiovisual resources for improving teaching methods and techniques. (SW)

ED 285 495 HE 020 729

Instructional Improvement Handbook.
Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
PUB DATE- May 82
NOTE- 79p.; Prepared by the Instructional Improvement Committee. Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Class Organization; Classroom Techniques; *College Instruction; Course Evaluation; Course Organization; Discussion (Teaching Technique); *Educational Testing; Faculty Evaluation; Grading; Higher Education; Instructional Improvement; Lecture Method; Questionnaires; Sexual Harassment; Student Evaluation; *Student Evaluation of Teacher Performance; *Teaching Assistants; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Teaching Assistant Training Project; *University of Wisconsin Madison

Information on teaching at the College of Agricultural and Life Sciences at the University of Wisconsin-Madison is presented for both new and established teachers. Course and lecture organization, presentation techniques, and teaching aids are covered, along with exams, grading, and teacher evaluation. Class size and composition and classroom environment are briefly discussed. The following teaching methods and concerns are addressed: lectures, questions during class, problem-solving lectures, starting and managing group discussions, planning an independent study project, planning laboratory exercises, classroom demonstrations, expert panel discussions and guest speakers, instruction during field trips, student seminars and presentations. Additional topics include: sexual harassment, reliability of tests, objective and subjective tests, oral examinations, administering written tests, fairness and consistency in grading, returning tests, term papers, and teacher and course evaluation. Appended are information on instructional resources on campus, course revisions requiring curriculum committee action, a sample student background questionnaire, and five sample course/instructor evaluation forms. (SW)

Frisbie, David A.; And Others
Assigning Course Grades.
Illinois Univ., Urbana. Office of Instructional Resources.
PUB DATE- Aug 79
NOTE- 37p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Appendix A contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *College Instruction; Comparative Analysis; *Grading; Graduate Students; Higher Education; *Statistical Analysis; *Student Evaluation; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of Illinois Urbana Champaign

A guide to help instructors establish grading policies and practices or review and revise current grading procedures is presented. Advantages/disadvantages of four common comparisons used to determine grades are considered: comparisons with other students, comparisons with established standards, and comparisons based on learning relative to improvement and ability. The following methods of assigning course grades are discussed: weighting grading components and combining them to obtain a final grade, the distribution gap method, grading on the curve, percent grading, a relative grading method using group comparisons, and an absolute standard grading method. Variables that generally should not be used to determine course grades are identified, including class attendance, class participation, mechanics, and personality factors. Grading in large multiple-sectioned courses taught by different instructors is also covered, along with comparing grade distributions of similar courses in the same department. Five basic grading principles are also discussed. Appended are information on test statistics and regulations concerning grading at the University of Illinois. (SW)

ED 285 497 HE 020 731

Goodwin, Stephanie S.; And Others

Effective Classroom Questioning.

Illinois Univ., Urbana. Office of Instructional and Management Services.

PUB DATE- 83
NOTE- 41p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Cognitive Ability; Cognitive Measurement; College Instruction; *Faculty Evaluation; Feedback; Graduate Students; Higher Education; Peer Evaluation; *Questioning Techniques; Questionnaires; Rating Scales; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; Teacher Response; *Teacher Student Relationship; *Teaching Assistants
IDENTIFIERS- Blooms Taxonomy; *Teaching Assistant Training Project; *University of Illinois Urbana Champaign

A guide to help instructors improve or review their questioning skills is presented, with a focus on devising appropriate questions and interpersonal skills that maximize student responses. Questions that entail knowledge, comprehension, and simple application levels are distinguished from questions requiring complex application (e.g., analysis and synthesis skills). This distinction is based on Bloom's Taxonomy for ordering thinking skills. For each taxonomy category, student learning activities and types of questions are identified. Open and closed questions are considered, and suggestions for planning questions are offered. Factors that affect successful exchanges between instructors and students are discussed: physical setting, instructor attitude, calling on students, wait-time after asking questions, handling student responses to questions, and responding to students' questions. Four methods for collecting feedback concerning the instructor's questioning skills are covered: videotape/audiotape self-review, peer review, conducting a survey on questioning, student evaluations, and interpreting collected assessments. Questionnaire items for these feedback methods are included. (SW)

ED 285 498 HE 020 732

Diamond, Nancy A.; And Others

Improving Your Lecturing. Revised.

Illinois Univ., Urbana. Office of Instructional and Management Services.

PUB DATE- 83
NOTE- 33p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; *College Instruction; Course Evaluation; *Faculty Evaluation; Graduate Students; Higher Education; *Instructional Improvement; *Lecture Method; Peer Evaluation; Public Speaking; Questionnaires; Rating Scales; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of Illinois Urbana Champaign

A guide for faculty who want to improve their lecturing skills is presented. After identifying advantages and disadvantages of the lecture method, suggestions are offered for effective lecture preparation, with attention to organizing the body of the lecture, and beginning and closing the lecture. Vocal aspects of lecture delivery are addressed, along with eye contact, gestures, and physical movement. Practical suggestions for using visual instructional aids, such as chalkboard, slides, and transparencies are also presented. Three methods for collecting feedback on the instructor's lecturing skills are covered: videotape self-review, colleague review, and student evaluation of lecturing. Self-review rating forms are included that cover: the importance and suitability of content, content organization, presentation style and clarity, questioning skills, and establishing and maintains contact with students. Included are items from the Instructor and Course Evaluation System questionnaire for student rating of lecture organization, instructor communication skills, instructor-student interaction, and audiovisuals. Finally, suggestions are provided for interpreting collected assessments of lecturing. (SW)

ED 285 499 HE 020 733

Ory, John C.
Improving Your Test Questions.
Illinois Univ., Urbana. Office of Instructional and Management Services.
PUB DATE- 83
NOTE- 39p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; College Instruction; Essay Tests; Graduate Students; Higher Education; Objective Tests; Performance Tests; Rating Scales; *Teacher Made Tests; *Teaching Assistants; *Test Construction; *Test Format; Test Items
IDENTIFIERS- *Teaching Assistant Training Project; *University of Illinois Urbana Champaign

Information on the uses, advantages, and limitations of different types of test items is presented for college faculty, along with guidelines for developing test items. Included is advice on: choosing between objective and subjective test items, when essay tests or objective tests are appropriate, and when either essay or objective tests can be used. Advantages and disadvantages of using the following types of test items are identified: multiple-choice, true-false, matching, completion, essay, problem solving, and performance. Suggestions for writing each type of test items and examples are provided. In writing multiple-choice test items, consideration is given to both the stem, which identifies the question or problem, and the response alternatives. Both the extended-response and short-answer essays are covered, and suggestions for scoring essay items are included. Two methods for collecting feedback on the quality of test items are addressed: self-review and student evaluation of test item quality. A checklist for teacher evaluation of test items is provided, with sections for each type of test. The Instructor and Course Evaluation System questionnaire items for student rating of the quality of tests items are also included. (SW)

ED 285 500 HE 020 734

Illini Instructor Series, Volume 1, Nos. 1-4, 1987.
Illinois Univ., Urbana. Office of Instructional and Management Services.
PUB DATE- 87
NOTE- 17p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cheating; Class Size; *College Instruction; Course Content; *Course Descriptions; Graduate Students; Higher Education; *Large Group Instruction; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of Illinois Urbana Champaign

Four newsletter issues on college instruction cover large class instruction, working with teaching assistants (TAs), preparing a course syllabus, and practical approaches to dealing with cheating on exams. Specific topics include: deciding on content for large class lectures, selecting texts and readings, physical characteristics of the lecture classroom, communicating expectations for the semester to students, maintaining students' attending during a lecture, planning testing and grading at the beginning of the course, selecting TAs, preliminary and on-going meetings with TAs, monitoring TAs' progress, the rationale for having a course syllabus, what to include in the syllabus, different ways that students can cheat, ways to prepare and administer tests to avert cheating, what to do when cheating occurs, and regulations concerning cheating on exams at the University of Illinois at Urbana-Champaign. (SW)

ED 285 501 HE 020 735

Strickland, Karen Syvrud
Planning and Facilitating a Group Workshop.
PUB DATE- 18 Nov 86
NOTE- 11p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Paper presented at Conference on Employment and Education of Teaching Assistants (Columbus, OH, November 18, 1986). For related documents, see HE 020 736-738.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; *College Instruction; Freshman Composition; Graduate Students; Higher Education; Peer Influence; Socialization; Social Support Groups; Teacher Orientation; Teacher Responsibility; *Teacher Workshops; *Teaching Assistants; *Teaching Models; *Writing Instruction
IDENTIFIERS- *Teaching Assistant Training Project; *University of Massachusetts Amherst

Training of teaching assistants (TAs) in the Writing Program at the University of Massachusetts is described. Training prepares TAs for the responsibility of being the primary class instructors who design the curriculum, teach, and evaluate students with minimal supervision. Training sessions consist of an orientation workshop at the beginning of the semester, regular course director meetings, and periodic workshops on selected topics. As much as possible, trainers model experiential teaching strategies by simulating the writing class, role playing, and by having TAs do writing exercises that they will use with their own students. Experienced TAs also share with first-time teachers tips on classroom management and organization. After the orientation workshop, TAs receive continued support and training through course director meetings, which address specific topics. Another part of training for TAs is to sponsor informal gatherings to develop a mutual support system for sharing and borrowing ideas. Socializing is encouraged through weekly coffee hours and lunch meetings. TAs benefit from a forum to rehearse lessons and evaluate their impact. The final component of the training program is fostering TA ownership of the course content and teaching style. (SW)

ED 285 502 HE 020 736

Puccio, Paul M.
TAs Help TAs: Peer Counseling and Mentoring.
PUB DATE- 18 Nov 86
NOTE- 11p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Paper presented at Conference on Employment and Education of Teaching Assistants (Columbus, OH, November 18, 1986). For related documents, see HE 020 735-738.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; College English; *College Instruction; Freshman Composition; Graduate Students; Helping Relationship; Higher Education; *Mentors; *Peer Counseling; Skill Development; *Teaching Assistants; *Teaching Skills; Videotape Recordings; Writing Instruction
IDENTIFIERS- *Teaching Assistant Training Project; *University of Massachusetts Amherst

A mentor system that pairs a new teaching assistant (TA) with an experienced TA has been established at the University of Massachusetts Writing Program. Recruited as volunteers, experienced TAs can consult with the Resource Center staff and with more experienced mentors concerning their role as counselor. Usually, mentors and mentees exchange phone numbers, attend the classes that each other teach, and meet whenever the mentee has questions or problems. At the end of the school year, a followup questionnaire completed by both mentor and mentee provides assessments of the usefulness of the system and suggestions. One learning tool provided by the Resource Center is videotaping new TAs. The TA provides information on what is planned for the class, instructional goals, and the teaching skill that the TA would like to study through watching the tape. The TA and the Resource Center peer counselor each view the tape alone before meeting to discuss the taped class. No one sees the tape except the TA and Resource Center staff without the TA's consent. The peer counselor has undergone training in videotape counseling and approaches the discussion of the videotape with the TA with the objective of helping the TA learn from the experience. (SW)

ED 285 503 HE 020 737

Stelzner, Sara Latham
Peer Training in a Teaching Improvement Program for TAs.
PUB DATE- 18 Nov 86
NOTE- 23p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Paper presented at Conference on Employment and Education of Teaching Assistants (Columbus, OH, November 18, 1986). For related documents, see HE 020 735-738.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; Feedback; *Freshman Composition; Graduate Students; Higher Education; *Instructional Improvement; *Peer Counseling; Questionnaires; Rating Scales; *Resource Staff; *Teaching Assistants; Teaching Skills
IDENTIFIERS- *Teaching Assistant Training Project; *University of Massachusetts Amherst

A peer training system for teaching assistants (TAs) that is sponsored by the Writing Program Resource Center at the University of Massachusetts is described from the perspective of the center coordinator. The center seeks to improve teaching in the freshman composition program by providing TAs feedback in a non-threatening and understanding way by peer counselors. TAs who work with the Writing Program Resource Center are compensated for their center duties with a one-third reduction for the full TA load, which is three sections a year. The coordinator chooses new Resource Center staff members early enough to include them in planning fall workshops. At the beginning of the fall semester veteran Resource Center staff train new staff. During the first weeks of the semester, weekly meetings are held to view videotapes of actual classes and to discuss effective teaching techniques. The resource group functions as liaison between the TA staff and the director and faculty members who supervise the teachers in the program. Appendices include: the coordinator's schedule for March-December, a fall 1986 TA orientation schedule, an orientation evaluation form, a class format questionnaire, and a list of class observation categories. (SW)

ED 285 504 HE 020 738

A Handbook for Instructors. The University Writing Program.
Massachusetts Univ., Amherst.
PUB DATE- 87
NOTE- 27p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see HE 020 735-737. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College English; *College Faculty; College Instruction; Graduation Requirements; Higher Education; Student Placement; *Teaching Assistants; *Teaching Guides; *Writing Instruction
IDENTIFIERS- *Teaching Assistant Training Project; *University of Massachusetts Amherst

A handbook for instructors with the University Writing Program at the University of Massachusetts at Amherst is presented. The program is part of the university's English Department. A new six-credit university writing requirement consists of a three-credit freshman writing requirement and a three-credit junior year writing requirement, both of which are described. Information is provided on: placement in writing courses for entering freshmen; rules and regulations for teaching assistantships; the course syllabus and student requirements; principles for course planning; assigning and responding to student writing; peer response groups that give student writers an opportunity to share their writing; student writing revision; a conference-centered approach to the writing class; the final examination; grading; procedures for duplicating student writing; procedures for publishing student writing; class schedules; adds, drops, and withdrawals; submitting grades; evaluation of teaching assistants; the Writing Program Resource Center; tutoring services of the university; and academic and psychological testing services. Student rules and regulations are also presented concerning attendance and plagiarism. (SW)

ED 285 505 HE 020 739

Essary, Alice W., Comp.
GTA Handbook.
PUB DATE- Sep 87
NOTE- 39p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; *College Mathematics; Course Descriptions; *Educational Testing; *Grading; Graduate Students; Higher Education; Personnel Policy; Student Evaluation; Student Evaluation of Teacher Performance; *Teaching Assistants; Teaching Guides; *Teaching Skills
IDENTIFIERS- *Teaching Assistant Training Project; *University of Southern Mississippi

A handbook for graduate teaching assistants (GTAs) in the Department of Mathematics at the University of Southern Mississippi is presented. General information is provided on GTA supervision, instructor absences, GTA obligations, the office and supplies, and the university's sexual harassment policy. A section on the first day of class covers: the syllabus and course policy, office hours, class roll, drop-add deadlines, class attendance, the Mathematics Learning Center, and the first day lesson. Also discussed are: preparing lessons, 21 instructional techniques, 11 essential chalkboard techniques, class discipline, grading, review sessions, 12 suggestions for composing tests, 5 suggestions for administering tests, 11 suggestions for grading tests, the university grading system, steps in the grade appeal process, evaluation of the GTA by students, and classroom observation of the GTA. Included are a sample syllabus, a sample course policy, a sample instruction appraisal form, and a sample classroom observation form. (SW)

Vattano, Frank
The Teaching Assistant Handbook.
Colorado State Univ., Fort Collins. Office of Instructional Services.; Colorado State Univ., Ft. Collins. Graduate School.
PUB DATE- 87
NOTE- 82p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
AVAILABLE FROM- Colorado State University, Office of Instructional Services, Ft. Collins, CO 80523 ($5.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; Discussion (Teaching Technique); *Educational Objectives; Educational Resources; Essay Tests; Graduate Students; Higher Education; Information Sources; *Instructional Improvement; Lecture Method; Multiple Choice Tests; Questionnaires; Rating Scales; Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teaching Assistants; Teaching Guides; Teaching Skills
IDENTIFIERS- *Colorado State University; *Teaching Assistant Training Project

A handbook for graduate teaching assistants at Colorado State University includes suggestions to improve teaching and information on teaching and learning resources. Faculty teaching responsibility is discussed, along with 10 factors related to effective teaching and learning, including enthusiasm, knowledge of subject, and organization and preparation. Suggestions are offered for planning teaching activities and formulating instructional objectives. Appended resource materials include four idea papers from Kansas State University: "Improving Lectures" (William E. Cashin); "Improving Discussions" (William E. Cashin and Philip C. McKnight); "Improving Multiple-Choice Tests" (Victoria L. Clegg and William E. Cashin); and "Improving Essay Tests" (William E. Cashin). Also appended are articles and resource materials: "Laboratory Teaching" (Stephen Thompson); "Evaluating and Improving Your Teaching" (adapted from a chapter by John Boehrer in Harvard University's teaching handbook); "Your Role as Counselor/Referral Advisor"; a Colorado State University statement on sexual harassment; information on additional teaching and learning resources at Colorado State University; an annotated bibliography on college teaching; and Colorado State University's Student Course Evaluation rating form. (SW)

ED 285 507 HE 020 741

Instructional Resource Booklet for Graduate Teaching Assistants at Old Dominion University. Revised Edition.

Old Dominion Univ., Norfolk, VA. Center for Instructional Development.

PUB DATE- Jul 87
NOTE- 79p.; Prepared by the Center for Instructional Development.

Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
AVAILABLE FROM- Old Dominion University, Center for Instructional Development, 101 Hughes Hall, Norfolk, VA 23529-0028 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cheating; *Classroom Techniques; Codes of Ethics; *College Instruction; Course Evaluation; Educational Media; *Educational Testing; Grading; Graduate Students; Higher Education; Questionnaires; Rating Scales; Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teaching Assistants; Teaching Skills
IDENTIFIERS- *Old Dominion University VA; *Teaching Assistant Training Project

An instructional resource handbook for graduate teaching assistants (GTAs) at Old Dominion University (Virginia) is presented. Attention is directed to: the student and teacher roles of GTAs; 10 myths about teaching; the international GTA; choosing instructional approaches and media; preparing lessons, preparing support materials (syllabus, library reserve readings, overhead transparencies, handouts); stimulating student interest; effective lecture presentations; using the chalkboard, overhead projector, and other media; asking and responding to questions; leading classroom discussions; other classroom interaction formats; dealing with problem situations in class; office hours; responding to students needing remedial support; guidelines for tests; alternative types of assignments for students; administering tests; alternative types of tests; assigning grades; university grading policy; testing and scoring options; cheating, plagiarism, and the university honor system; and alternative sources and types of feedback on teaching. A sample course evaluation form is provided and information is provided on 14 university resource centers. References on teaching and a summary of the university's sexual harassment policy are appended. (SW)

ED 285 508 HE 020 742

Martin-Reynolds, Joanne; Hurley, Marian Smith

Graduate Student Orientation Program. Bowling Green State University.

Bowling Green State Univ., Ohio. Graduate School.

PUB DATE- 86

NOTE- 46p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.

AVAILABLE FROM- Bowling Green State University, Graduate College, 120 McFall Center, Bowling Green, OH 43403.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Instruction; *Conferences; *Graduate Students; Higher Education; Professional Development; *Research Assistants; Research Skills; *School Orientation; *Teaching Assistants; Teaching Skills

IDENTIFIERS- *Bowling Green State University OH; *Teaching Assistant Training Project

Information on the graduate student orientation program at Bowling Green State University is presented. The orientation program serves about 500 graduate students during the summer and about 100 additional students during the fall and spring semesters. The program is designed to support the graduate students' teaching and research skills and to offer assistance with resources. Approximately 40 graduate orientation leaders who represent the academic departments serve as mentors to incoming teaching and research assistants/fellows and plan departmental programs with faculty and administrators. For the August 1986 orientation program, more than 120 presenters were scheduled to provide students with flexibility in choosing from generic sessions and departmental programs. Generic sessions include teaching, research, and personal and professional development. Information is included on the registration process and program evaluations. A New Horizons orientation booklet is included and provides: a list of orientation leaders and their departments, an orientation schedule, names and associations of presenters, and brief descriptions of orientation sessions/presentations. (SW)

ED 285 509 HE 020 743

Teaching Assistance. A Handbook of Teaching Ideas.
California Univ., San Diego.
PUB DATE- 81

NOTE- 69p.; Prepared by the Teaching Assistant Development Program. Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Cognitive Ability; *College Instruction; Discussion (Teaching Technique); Educational Objectives; Graduate Students; Higher Education; *Learning Activities; Questionnaires; Rating Scales; State Universities; Student Evaluation of Teacher Performance; Student Participation; *Teacher Effectiveness; *Teaching Assistants; Teaching Guides; Teaching Methods; Teaching Skills
IDENTIFIERS- *Teaching Assistant Training Project; *University of California San Diego

A handbook to help teaching assistants (TAs) define and implement teaching goals and to present materials effectively is presented as part of the Teaching Assistant Development Program at the University of California at San Diego. A checklist gives 20 skills that a TA needs to develop to be a good teacher. Behavioral learning goals and process goals are considered, and exercises are provided to help the TA identify teaching goals. Additional contents include: a teaching objectives planning sheet; an exercise to help students think systematically and creatively; a list of teaching strategies to develop organized thinking and creativity; suggestions for leading student discussions; ideas to encourage student participation; ways to respond to students' ideas productively; how to present material effectively in lectures; 13 alternative classroom formats (e.g., census-taking, brainstorming, peer group teaching, discovery format, role playing); suggestions on how to get good feedback on teaching; information on what to do when students need additional help; Teaching Activity Profiles for Section TAs and Laboratory TAs; and a Self-Assessment Questionnaire for Students. (SW)

ED 285 510 HE 020 744

Cannell, Gillian; DeVault, Ileen

A Handbook for Teaching Assistants. Second Edition.

Pittsburgh Univ., PA. Office of Faculty Development.

PUB DATE- 84
NOTE- 85p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Ancillary School Services; *Classroom Techniques; *College Instruction; Educational Testing; Employment Practices; Fellowships; Grading; Graduate Students; Higher Education; Instructional Improvement; *Personnel Policy; Student Personnel Services; Teacher Effectiveness; Teacher Evaluation; *Teaching Assistants; *Teaching Skills
IDENTIFIERS- *Teaching Assistant Training Project; *University of Pittsburgh PA

A handbook for teaching assistants (TAs), teaching fellows, and graduate student assistants at the University of Pittsburgh (Pennsylvania) is presented. After a brief history of the university and an overview of the school's organization, the teaching assistantship role is considered. The official Policy Statement for TAs is included, along with information on the appointment, benefits, reappointment, responsibilities, early termination, and the appeals procedure. The income tax status of TAs is also covered. Guidelines on academic integrity and the university's policy statement on sexual harassment are provided. Additional contents cover: teaching style, planning a course, lectures and discussions, workshops, science and language labs, classroom aids such as the chalkboard and audiovisuals, class discipline, advice for non-native English-speaking TAs, assigning paper topics and helping students to write successfully, developing quizzes and exams, the university's grading policy, responding to students' work, academic dishonesty, writing letters of recommendation, evaluating and improving teaching, and information on the university's academic and personal resources for the TA as an advisor. An annotated bibliography is appended. (SW)

ED 285 511 HE 020 745

Marting, Janet

An Historical Overview of the Training of Teaching Assistants.

PUB DATE- 87

NOTE- 19p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *College English; *College Faculty; *Educational History; *Faculty Development; Higher Education; Professional Development; *Teacher Education; Teaching (Occupation); *Teaching Assistants

IDENTIFIERS- *Teaching Assistant Training Project

The way that the issue of teacher training has been viewed over the past 60 years is traced. The need for professional training for prospective teachers was voiced in 1930 by the Institute for Administrative Offices of Higher Education, organized by the University of Chicago. Few universities demonstrated any major commitment to faculty preparatory programs. A 1949 conference on college teachers' preparation, chaired by the President of the University of Oregon, made recommendations to aid prospective college teachers. The 1930 Institute focused primarily on the professional preparation such as handling student problems, while the 1949 conference focused on pedagogical issues such as class loads and supervision. A 1956 conference sponsored by the American Council on Education emphasized knowledge of subject matter. The preparation of prospective college English teachers was addressed in a 1958 conference sponsored by four professional associations. All the conferences questioned whether the academic department or graduate school of education should be responsible for training prospective college teachers. In the 1960s more talk than action occurred concerning teacher training programs. Current training needs for prospective English teachers are identified. (SW)

Gburek, Janice L., Ed.; Dunnett, Stephen C., Ed.
The Foreign TA: A Guide to Teaching Effectiveness.
State Univ. of New York, Buffalo.
PUB DATE- 86
NOTE- 68p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *College Instruction; College Science; Communication Skills; Cultural Differences; *Foreign Students; Graduate Students; Higher Education; Laboratories; Self Esteem; *Teacher Effectiveness; *Teacher Student Relationship; *Teaching Assistants; Teaching Skills
IDENTIFIERS- *Teaching Assistant Training Project

Articles on teaching effectiveness for foreign teaching assistants (TAs) are presented. Topics include: adapting to the U.S. academic environment, understanding the role of the TA and gaining confidence, anticipating undergraduates' expectations, improving communication skills, and teaching laboratory classes and recitation classes. Titles and authors are: "Reflections by a Foreign TA" (Han Srinivasan); "Teaching Competency of Foreign TAs Does Not Rest on Language Alone" (Y. G-M. Lulat, J. Weiler); "Overcoming the Conflict between Asian TAs and American Students" (Toshiya Kuroda); "The TA as a Student and Teacher" (Michael J. Serino); "How to Get Along with Undergraduates" (Jack M. Witt); "Undergraduates from the Foreign TA Perspective" (Mehran Mostajir); "My Experience with Foreign TAs" (Albert Chan); "The Language Barrier Can Be Broken" (Sanjay Paul); "Communicating Without Words" (Connie Van Zelm); "Listening Is Speaking" (Sungran Cho); "How to Be a Confident Foreign TA" (Amy Chang); "Know Thy Strengths and Weaknesses" (S. Cho); "How to Become a Confident TA" (Paul A. Basinski); "Suggestions for Lab Instructors" (Robert A. Phillips); "Teaching Advanced Laboratory Courses" (Carolyn Wechter); "Respect and Enthusiasm in the Recitation" (Michael A. Biernik); "Suggestions for Recitation Instructors in the Hard Sciences" (Zoran Pazameta); and "Suggestions for Engineering Recitations" (Shabbir Aamir). (SW)

ED 285 513 HE 020 747

Hayes, Darwin L.
Integrating Supervision, Evaluation, and Training: Graduate Student Internships in Teaching Composition.
PUB DATE- Mar 87
NOTE- 8p.; Article from National Conference Readings "Institutional Responsibilities Responses in the Employment Education of Teaching Assistants." Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
AVAILABLE FROM- Ohio State University, Center for Teaching Excellence, Columbus, OH.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; Church Related Colleges; *College English; Faculty Evaluation; Higher Education; *Internship Programs; Supervision; *Teaching Assistants; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Brigham Young University UT; *Teaching Assistant Training Project

A graduate student internship program in teaching composition at Brigham Young University (Utah) is described. Interns are trained for five advanced English courses: critical and interpretive writing, critical writing for elementary education majors, writing about literature, factual and scientific writing, and technical writing. The first interns were full- and part-time faculty, and now second or third year graduate students serve as interns. Prospective interns register for the course and do the course work. They also begin reading the rhetoric of the particular course and the journals and publications of relevant disciplines. The intern will serve with an experienced and effective professor, and they will have a class of 40-45 students. Together they plan, write the syllabus for, and teach the course. The professor will instruct the intern in the content and rationale of the course and will assist the intern in anticipating student questions and problems. They conference together with students as training for one-on-one conferencing. Ongoing intern supervision and evaluation is part of the training. After interning, the person solos the following semester with a class of 20-25 students, and the professor remains available for consultation and may visit the class. (SW)

ED 285 514 HE 020 748

Teaching Improvement .
Indiana Univ., Bloomington.
PUB DATE- Apr 87
NOTE- 7p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; *College Instruction; College Science; Economics; French; Graduate Students; Higher Education; *Instructional Improvement; *Language Teachers; *Science Teachers; Teacher Education; Teacher Effectiveness; *Teaching Assistants; Teaching Methods
IDENTIFIERS- *Indiana University Bloomington; *Teaching Assistant Training Project

The theme of this Indiana University-Bloomington newsletter is campus teaching improvement. Anya Royce outlines efforts of the Dean of Faculties Office to help improve teaching overall and especially the training of graduate student instructors, called associate instructors (AIs). Training AIs in three departments is described: Cathy Pons for French; Craig Nelson for biology; and Phil Saunders for economics. For AIs who teach lower-division French courses, a year-long training program is undertaken, beginning with a 2-week orientation workshop including microteaching and videotapes of first-year French classes. Detailed lesson plans are provided to reinforce the workshop training. In the biology department, a one-credit graduate course covers alternative approaches to teaching college biology. Course topics include alternative forms of teaching excellence in different teaching contexts, teaching techniques, educational goals, and alternative learning styles. For the economics department, a three-credit graduate seminar is provided to train second-semester graduate students to become effective AIs. The seminar combines reading assignments and projects like planning instruction. (SW)

ED 285 515 HE 020 846

American College Freshman; 1984 Survey; Final Merged File machine-readable data file .
California Univ., Los Angeles. Higher Education Research Inst.
SPONS. AGENCY- American Council on Education, Washington, D.C.
REPORT NO.- EF000101
PUB DATE- 84
NOTE- For publication covering 1984 version of this data file, see ED 255 106.
AVAILABLE FROM- University of California, Los Angeles (UCLA), Graduate School of Education, Cooperative Institutional Research Program (CIRP), Los Angeles, CA 90024. Telephone: (213) 825-1925.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Biographical Inventories; Career Choice; College Applicants; College Bound Students; *College Freshmen; Financial Aid Applicants; Higher Education; *National Norms; *National Surveys; Norms; Political Attitudes; Social Values; Student Educational Objectives
IDENTIFIERS- *Cooperative Institutional Research Program; Student Information Form

The Cooperative Institutional Research Program (CIRP) is a continuing longitudinal study of the American higher educational system. CIRP annually conducts a survey of students entering college as first-time, full-time freshmen. The freshman surveys began in 1966; the 1984 survey is the nineteenth in the series. All institutions responding to the U.S. Department of Education's Higher Education General Information Survey (HEGIS) (and having more than 25 incoming students) are invited to participate. The survey is conducted via a Student Information Form (SIF) designed for proctored self-administration during the first two weeks of school. The SIF data are read by an optical mark reader. Approximately 20% of the invited institutions participate; this captures data on approximately 20% of the total number of freshmen. The 1984 file contains data from 526 institutions on 271,647 students. The data contain a wide range of biographic and demographic information. Some of the more substantive SIF variables are: high school background and activities; career plans and goals; educational aspirations; current attitudes; reasons for attending college; parents' education and occupation; parents' and student's religious preference; parents' income; political attitudes; social values; sources of financial support. In addition to data returned directly by the participating institutions, a wide variety of institutional data are obtained from the College Entrance Examination Board (CEEB) and are used in conjunction with the data obtained annually. Data obtained from the College Board include: total freshmen by sex; SAT and ACT composite score quartiles; full-time/part-time status; percentages of students from in state that commute and that are in campus housing; tuition costs, fees, room and board costs, cost of books and supplies, transportation costs; total scholarship/grant dollars expended; student loan dollars provided; jobs offered and obtained for students. Each year, four machine-readable data files (MRDF) are developed from the SIF; (1) an institutional summary file containing institutional identification numbers and an institutional summary of the responses for men and women; (2) a file containing individual responses and a student identification number, but no names and addresses; (3) a name-and-address file containing a second, independent student identification number; and (4) a "link" file containing only the two independent identification numbers. This last file is maintained under an elaborate system developed to ensure strict confidentiality of individual student data and to protect against misuse of the name-and-address file. TYPE OF SURVEY: National Survey; Cross Sectional Survey. POPULATION: Higher Education Institutions (2734) College Freshmen (2,000,000). SAMPLE: Higher Education Institutions (2641=97%); College Freshmen (1,635,208=82%). RESPONDENTS: Higher Education Institutions (526=20%); College Freshmen (271,647=17%). FREQUENCY OF UPDATE: Annual. YEAR OF FIRST DATA: 1966. (WTB)

ED 285 516 HE 020 862

Brown, George H.; Faupel, Elizabeth M.
Postsecondary Assessment. Report of a Planning Conference (Washington, D.C., November 20, 1986).
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-445
PUB DATE- 87
NOTE- 114p.; For reports from related conferences, see PS 016 941 and TM 870 644.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Persistence; Agency Role; Alumni; College Graduates; *Educational Assessment; Federal Government; *Government Role; *Government School Relationship; *Outcomes of Education; *Postsecondary Education; State Government; *Student Evaluation
IDENTIFIERS- *Center for Education Statistics

A report of a 1986 planning conference on postsecondary assessment is presented along with four commissioned papers from the conference and their summaries. Titles and authors of the papers are as follows: "Postsecondary Assessment: The State of the Art" (Leonard L. Baird); "Assessing Student Progress in College: A Process-Oriented Approach to Assessment of Student Learning in Postsecondary Settings" (Paul R. Pintrich); "Assessment of College Outcomes" (Aubrey Forrest); and "The State of the States in Postsecondary Assessment" (Edward A. Morante). An edited version of the general discussion that ended the conference is also provided. The objectives of the discussion were to summarize the conference and elicit recommendations for the Center for Education Statistics (CES). The final section of the report considers implications for the Center. A paper prepared by Dennis Jones, "Postsecondary Education Assessment: The Role of the Center for Education Statistics," synthesizes the conference. In addition, comment on the conference is provided by David A. Sweet, Director, Education Outcomes Division, CES. A list of conference participants and biographical sketches of speakers are appended. (SW)

ED 285 517 IR 012 649

Stredney, Donald Larry
The Representation of Anatomical Structures through Computer Animation for Scientific, Educational and Artistic Applications.
PUB DATE- 82
NOTE- 77p.; Master's Thesis, Ohio State University. Some figures may not reproduce clearly.

GRANT- NSF-MCS-792-3670
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Anatomy; *Animation; *Computer Assisted Instruction; *Computer Graphics; *Computer Simulation; Computer Software; Educational Games; Elementary Secondary Education; Higher Education; Interactive Video; *Medical Education; Programing; Prostheses; Three Dimensional Aids
IDENTIFIERS- Computer Games; Skeletal Systems

An overview of computer animation and the techniques involved in its creation is provided in the introduction to this masters thesis, which focuses on the problems encountered by students in learning the forms and functions of complex anatomical structures and ways in which computer animation can address these problems. The objectives for, problems with, and solutions to the creation of data and animation for a three-dimensional computer model of the skeletal system are discussed, as well as their implications for medical animation and prosthetics. Applications in the field of education and in interactive videodisc systems are also considered. Discussions of future possibilities for medical animation and applications of such model systems in research, sports, the arts, and entertainment conclude the thesis. A glossary of medical terms used and a list of 13 references are provided. (MES)

ED 285 518 IR 012 723

Simonson, Michael R., Ed.; Zvacek, Susan M., Ed.
Proceedings of Selected Research Paper Presentations at the Annual Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Atlanta, Georgia, February 25-March 1, 1987).
Association for Educational Communications and Technology, Washington, D.C.
PUB DATE- Feb 87
NOTE- 777p.; For individual papers, see IR 012 724-774 and ED 283 505.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aptitude Treatment Interaction; Cognitive Processes; Cognitive Style; *Computer Assisted Instruction; Distance Education; *Educational Media; *Educational Technology; Educational Television; *Instructional Design; Instructional Development; *Instructional Effectiveness; Interactive Video; *Media Research; Problem Solving
IDENTIFIERS- AECT Research and Theory Division Meeting

Current issues in educational communications and technology are addressed in this collection of 51 papers, which are mainly research reports. The first five papers were prepared for a symposium on the status of research in instructional technology, an introduction and four discussions of divergent points of view in the current controversy over the instructional effectiveness of media. Other topics addressed by the remaining papers include research methodology, software evaluation, intelligent computer-based education systems, effects of media on learning in science and reading, interactive videodisks, instructional television, aptitude treatment interaction, instructional design and development, schema theory, locus of control, cueing and other orienting activities, problem solving, distance education, and teacher attitudes and computer equity. The names and addresses of the Association for Educational Communications and Technology Research and Theory Division officers, directors, and review board are provided, as well as cumulative author and descriptor indexes for the 1985, 1986, and 1987 editions of the proceedings. (MES)

ED 285 519   IR 012 724

Simonson, Michael R.
"...Mere Vehicles..." A Symposium on the Status of Research in Instructional Technology.
PUB DATE- 26 Feb 87
NOTE- 7p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 25-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Media; *Educational Researchers; *Educational Technology; *Instructional Effectiveness; Literature Reviews; *Media Research
IDENTIFIERS- AECT Research and Theory Division Meeting

This introduction to a symposium on the status of research in instructional technology discusses the ongoing debate among developmental researchers as to the instructional effectiveness of media. The controversy dates from the publication in 1983 of an article by Richard E. Clark, who presented the position that media do not really contribute to learning, but merely allow for the storage and delivery of information that might produce learning. On the other hand, many highly regarded researchers have taken issue with Clark's arguments and have recommended that research on media and learning continue. The symposium was designed to bring together researchers who advocate the extreme positions on this matter--Clark, Michael Simonson, William Winn, Robert Tennyson, and James Kulik--and to give them the opportunity to present their views. A brief statement about each of the speakers is provided by way of introduction to the group attending the symposium. (MES)

ED 285 520 IR 012 725

Clark, Richard E.
Which Technology for What Purpose? The State of the Argument about Research on Learning from Media.
PUB DATE- 26 Feb 87
NOTE- 9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 21-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Computer Assisted Instruction; *Cost Effectiveness; *Educational Media; Educational Technology; *Instructional Effectiveness; Intermode Differences; Literature Reviews; *Media Research; Psychological Studies; *Research Needs; Research Problems; Teaching Methods
IDENTIFIERS- AECT Research and Theory Division Meeting

In the first of four symposium papers, Clark reviews the research on learning from media and uses his argument that media comparison studies show no differences in learning attributable to any one medium over another to dispute recent research on computer-assisted instruction. He also takes the position that the media attribute argument (i.e., different media contribute to learning by providing attributes that cultivate cognitive skills) is not supported by cognitive research. While the psychological contributions of media are disputed, the economic benefits of the utilization of instructional media are recognized, and a recent study on the cost-effectiveness of media is described. Social and political barriers to media implementation are identified as areas in which further research is needed, and the confusion and conflict between an older craft-oriented approach to media and newer scientifically-based technologies is discussed. The paper concludes with the suggestion that media researchers need to orient themselves much more towards the social science disciplines. Ten references are listed. (MES)

Kulik, James E.; Kulik, Chen-Lin C.
Computer-Based Instruction: What 200 Evaluations Say.
PUB DATE- 26 Feb 87
NOTE- 9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Computer Managed Instruction; Elementary Secondary Education; Higher Education; Instructional Design; *Instructional Effectiveness; Literature Reviews; Media Research; *Meta Analysis; *Research Design; Research Problems; *Student Attitudes
IDENTIFIERS- AECT Research and Theory Division Meeting

The second of four symposium papers brings together the results of four separate statistical analyses of findings on computer-based instruction (CBI) in 199 comparative studies, of which 32 were conducted in elementary schools, 42 in high schools, 101 in universities and colleges, and 24 in adult education settings. Each was a controlled, quantitative study which met predefined standards for methodological adequacy. The following results and study features were observed: (1) students generally learned more in classes in which they received CBI; (2) students learned their lessons with less instructional time in classes in which they received CBI; (3) students liked classes more when they received computer help; (4) students developed more positive attitudes toward computers when they received help from them in school; (5) computers had little effect in the areas of course withdrawal and attitude toward subject matter; (6) study results were consistently stronger in published studies than in those that were not published; (7) effects were greater when different teachers taught experimental and control groups; (8) effects tended to be greater in more recent and in short studies; and (9) effects were somewhat greater in studies reported in journal articles than in dissertations. It is suggested that editorial screening, experimental design flaws, and instructional quality may have contributed to this favorable picture of CBI. The four meta-analyses are listed as references. (MES)

ED 285 522 IR 012 727

Tennyson, Robert D.
Computer-Based Enhancements for the Improvement of Learning.
PUB DATE- 26 Feb 87
NOTE- 17p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; Cognitive Processes; *Computer Assisted Instruction; Computer Simulation; *Instructional Design; Instructional Effectiveness; *Instructional Improvement; Learning Activities; *Learning Processes; *Learning Strategies; Learning Theories; Memory; *Models; Piagetian Theory
IDENTIFIERS- AECT Research and Theory Division Meeting

The third of four symposium papers argues that, if instructional methods are to improve learning, they must have two aspects: a direct trace to a specific learning process, and empirical support that demonstrates their significance. Focusing on the tracing process, the paper presents an information processing model of learning that can be used by educators to determine whether specific computer-based media variables and methods may improve learning. Six basic educational components necessary to trace media variables to learning processes are then discussed: (1) learning processes, specifically the long-term memory systems of storage and retrieval; (2) learning objectives; (3) the knowledge base of information to be learned; (4) instructional variables, or the means of instruction by which information is communicated to the student; (5) instructional strategies; and (6) computer-based enhancements. Instructional strategies for improving the learning of declarative knowledge (knowing what), procedural knowledge (knowing how), conceptual knowledge (knowing when and why), differentiation, integration, and creation are also considered, including such computer-based enhancements as drill and practice, intelligent instructional systems, and problem-oriented simulations. In conclusion, it is noted that additional basic research in instructional technology is needed to provide support for understanding the role of media in improving learning. A 29-item bibliography is included. (MES)

ED 285 523 IR 012 728

Winn, William
Are Media Merely Vehicles for Instruction?
PUB DATE- Jan 87
NOTE- 11p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Media; Educational Technology; *Instructional Design; *Instructional Effectiveness; *Media Research
IDENTIFIERS- AECT Research and Theory Division Meeting

In assessing the validity of Clark's (1983) argument that media have no real effect on learning, the fourth of four symposium papers identifies five aspects of media which might affect learning: (1) the technology used; (2) the symbol systems employed; (3) the content conveyed; (4) the setting in which the media are encountered; and (5) the thoroughness of the design of the messages conveyed. Noting that Clark's argument deals only with the technology used for the delivery of instruction, the impact on learning of the other four aspects of media is examined, including relationships between technology and the other aspects of media. Evidence is presented that these aspects of media affect learning and are typically associated with a medium's technology, but it is pointed out that these relationships are correlational rather than causal and do not mean that the technology has an effect on learning. It is concluded that higher-order principles rather than techniques with limited validity need to be studied to account for how people learn. A list of 16 references is included. (MES)

ED 285 524 IR 012 729

Anglin, Gary J.; Stevens, J. Truman
Prose-Relevant Pictures and Recall from Science Text.
PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Higher Education; *Illustrations; Instructional Design; *Instructional Effectiveness; *Intermode Differences; Learning Processes; *Pictorial Stimuli; *Prose; *Recall (Psychology); Science Instruction; Undergraduate Students; Visual Learning
IDENTIFIERS- AECT Research and Theory Division Meeting

There is substantial evidence that prose-relevant pictures contribute to increased recall of prose materials, particularly if the subjects are young children. The purpose of this study was to investigate the contribution of prose-relevant pictures to immediate and delayed recall of written prose including science content when the subjects were older learners. Subjects were 42 undergraduate students with limited background in the sciences who were assigned to one of two instructional treatments, prose-plus-pictures or prose-only. A 12-item multiple-choice test was administered immediately on completion of the reading, and the same subjects were retested 28 days later using the same test. The delayed test was unannounced, and students did not reread the material prior to this test. Although the prose-plus-picture group's mean test score was significantly higher than that of the prose-only group in the immediate testing condition, both groups scored significantly lower on the delayed test, and the differences between the scores of the two groups on this test were not significant. The pictures used and a table showing the analysis of test scores are appended, and 22 references are listed. (MES)

Aust, Ronald J.

Introverted Approaches to Instructional Media Research: Eliciting Perceptual Processes Which Contribute to Learning.

PUB DATE- Feb 87
NOTE- 20p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Epistemology; Literature Reviews; *Media Research; *Perception; Perception Tests; Perceptual Development; Psychological Studies; Research Needs
IDENTIFIERS- AECT Research and Theory Division Meeting

Meanings given to the term "perception" are discussed in this paper and two categories of perception theories having implications for instructional media research are identified. One category is described as extroverted because it includes theories primarily concerned with characteristics of external stimuli and the influence that the corresponding information has on the formation of mental representations or percepts. Described as introverted, the second category of perception theories is concerned with the self-directed internal processes that individuals use in constructing percepts from sensory information. Research based on both theories of perception is reviewed as well as the literatures on (1) the ability to mentally construct or transform memorial representations and on (2) the validation of perceptual processes. Several questions for further research are outlined. A figure showing the use of anorthscopic perception (i.e., the ability to recognize figures as they pass behind a narrow slit which is oriented vertically in the center of a stationary opaque field) to validate central mechanisms of perception is included and 64 references are listed. (MES)

ED 285 526 IR 012 731

Becker, Ann DeVaney

Reader Theories and Educational Media Analysis.

PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decoding (Reading); *Educational Media; Educational Television; *Encoding (Psychology); *Epistemology; *Media Research; Preschool Children; Preschool Education; Reader Text Relationship; Reading Research; *Receptive Language
IDENTIFIERS- AECT Research and Theory Division Meeting; *Reader Theories; *Sesame Street

Post structural reader theories--i.e., theories that focus on the reader/viewer rather than the text as the creator of meaning--are considered in this paper in terms of their application to educational media research. Some key concepts of reader theories are defined as follows: (1) reading is the process of creating meaning while viewing an educational media presentation; (2) the text is the educational media presentation; (3) communities of viewers are those readers who share membership in a social, economic, professional, or other natural group and whose interpretations agree because of their membership in that group; and (4) intertextuality suggests either that certain meanings of one text are created only by the existence of related texts or that communication about shared practices or conventions may also be considered text. A preference for reception theory, one of several reader theories, is indicated because the author or producer's role is well explored in this approach. Reception theory is described as the belief that, although any text is open to interpretation, at specific points in time readings of the text become concretized by readers whose expectations have been determined by their culture. A discussion of how children learn from "Sesame Street" is presented in the context of this theory, and 13 references are listed. (MES)

ED 285 527 IR 012 732

Bender, Evelyn
Evaluations of Educational Microcomputer Courseware/Software: A Content Analysis of Published Reviews.
PUB DATE- Feb 87
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Reviews; Content Analysis; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Evaluation Needs; *Instructional Material Evaluation; Microcomputers
IDENTIFIERS- AECT Research and Theory Division Meeting

A study of microcomputer courseware reviews was carried out in order to discover which criteria they discuss, whether reviewers agree in their assessments, how evaluative the reviews are, and whether the reviewing policy of the journal influences the review. The content analysis instrument was a composite of criteria developed by organizations that evaluate courseware. A total of 53 variables were included within the following classification scheme: (1) program description and summary; (2) technical aspects; (3) subject matter content; (4) instructional design; (5) presentation; (6) student use; (7) teacher use; (8) review process; (9) evaluation summary; and (10) other miscellaneous considerations such as support materials and field testing. Reviews of ten widely-reviewed logic/problem-solving courseware packages were chosen for study, and content analysis was performed on 147 reviews. Data obtained show that few of the evaluation criteria are used in published reviews and that these reviews are largely descriptive. When reviews do evaluate they are positive and uncritical in nature. It is concluded that courseware reviews need to be improved and that the language of evaluation needs to be standardized. Definitions of evaluation criteria and a list of 25 references are appended. (MES)

ED 285 528 IR 012 733

Christensen, Dean L.; Tennyson, Robert D.
MAIS: An Empirically-Based Intelligent CBI System.
PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Processes; *Cognitive Psychology; *Computer Assisted Instruction; Computer Managed Instruction; *Expert Systems; *Instructional Design; Media Adaptation; Models; *Student Characteristics
IDENTIFIERS- *Adaptive Instructional Models; AECT Research and Theory Division Meeting; *Minnesota Adaptive Instructional System

The goal of the programmatic research program for the Minnesota Adaptive Instructional System (MAIS), an intelligent computer-assisted instruction system, is to empirically investigate generalizable instructional variables and conditions that improve learning through the use of adaptive instructional strategies. Research has been initiated in the integration of individual difference variables within the student model by extending the learner assessment process to include cognitive, affective, and memory models, and instructional variables associated with the learning conditions of verbal information and cognitive strategies have been tested. Two important features of the current version of MAIS are that it distinguishes between individualized instruction and self-instructional teaching, and it employs a cognitive psychology approach to the selection of instructional strategies. Within the macro or curricular level of the MAIS, variables are defined that relate directly to the concepts of memory and cognition, while at the micro or instructional level, variables are defined that relate to the concept of learning. These two levels interact in an iterative fashion such that the initial conditions of instruction established by the expert tutor model in the macro level adapts at the micro level according to learner progress and needs in learning. Descriptions of the nine instructional variables that form the possible meta-instructional strategies and a discussion of continuing research directions conclude this paper. Thirteen references are listed. (MES)

Chu, Hsiang-Chi Julie
Effects on Using On-Screen Learning Aids and Reading Performance.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; *Cognitive Style; College Students; *Computer Assisted Instruction; Difficulty Level; Higher Education; Hypothesis Testing; Multiple Regression Analysis; *Reading Comprehension; Reading Research; Research Needs; Time on Task
IDENTIFIERS- AECT Research and Theory Division Meeting; *Underlining

Variables and conditions that influence the learning of computer-presented expository text were investigated in this study, in which on-screen underlining was used as a learning aid to increase "mindful" processing of information. The effects of three intervening variables--amount of invested mental effort (AIME), learning style, and perceived task difficulty (PTD)--were examined for the 27 graduate and undergraduate students who served as subjects. They were divided into three groups, and three learning conditions were designed: self-generated underlining, program-provided underlining, and optional control of the underlining. Analyses of the data indicated that: (1) there was no aptitude treatment interaction effect between learning style and treatment; (2) intentional learning on the factual items, which were underlined for the program-provided underlining group, did not lead to better performance; (3) compared AIME was a better predictor for reading achievement than the AIME; (4) perceived task difficulty had a positive relationship with time and the AIME; and (5) "help" on the underlining did not facilitate reading performance in the optional control group. There were no significant differences in performance among the three treatment groups. Areas for further research are suggested, and tables of supporting data and a 33-item bibliography are appended. (MES)

Cushall, Marcia B.; And Others

Research on Learning from Interactive Videodiscs: A Review of the Literature and Suggestions for Future Research Activities.

PUB DATE- Feb 87
NOTE- 11p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Cost Effectiveness; Educational Media; Elementary Secondary Education; Higher Education; Instructional Effectiveness; *Interactive Video; *Media Research; Microcomputers; *Research Needs; Research Problems; Student Attitudes; Teacher Attitudes; *Videodisks
IDENTIFIERS- AECT Research and Theory Division Meeting

Three major themes distilled from a review and analysis of research on learning from interactive video are discussed in this paper: (1) interactive video as an instructional delivery system, including research on instructional effectiveness, cost effectiveness, and instructor/learner attitudes; (2) principles of learning applied to interactive video; and (3) the limitations of current studies. A proposed agenda for further research includes codifying the attributes of interactive video, examining research on other media, and investigating the instructional environment. It is recommended that researchers focus on generalizable results and extend the role of formative evaluation in order to make future research activities more useful and efficient. A 35-item bibliography is included. (MES)

ED 285 531 IR 012 736

Dalton, David W.
Some Advantages and Disadvantages of Narrow-Cast Instructional Television: One Instructor's Experience and The Effects of Individual and Team Learning on Performance during Computer-Assisted Instruction.
PUB DATE- Feb 87
NOTE- 10p.; Papers presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; *Educational Television; *Group Activities; Higher Education; *Individualized Instruction; Instructional Development; Instructional Effectiveness; Intermode Differences; Junior High Schools; Sex Education; *Student Attitudes; Student Participation; *Teacher Attitudes
IDENTIFIERS- AECT Research and Theory Division Meeting

The first of two papers describes the author's experiences teaching a narrow-cast instructional development course at Indiana University. Among the disadvantages of the experience were the logistics of coordinating the instructional activities between two campuses, additional preparation time requirements, diminished student-teacher interactions, and negative learner attitudes. Advantages included smoother, more effective class sessions; more effective text and graphic visuals; decreased cost; increased course offerings; a more diverse group of learners; and the opportunity to demonstrate the use of alternative instructional delivery strategies to novice instructional developers. The second paper describes a study which compared the performance and attitudes toward instruction of 60 eighth-grade students who worked either individually or in two-member teams on a computer-assisted sex education lesson. It was found that learners working together significantly out-performed those working alone, but no significant differences were observed on the attitude toward instruction measure. Mean percent scores for the verbal information and visual recall posttests and for the attitude survey are appended, and three references are provided. (Author/MES)

ED 285 532 IR 012 737

Driscoll, Marcy P.
Aptitude-Treatment Interaction Research Revisited.
PUB DATE- Feb 87
NOTE- 13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; Cognitive Processes; Cognitive Style; Individualized Instruction; *Instructional Design; Literature Reviews; Prior Learning; *Research Problems; *Student Characteristics
IDENTIFIERS- AECT Research and Theory Division Meeting

This review of the research on aptitude-treatment interaction (ATI) discusses four methods or assumptions that might explain why ATI research has not generated the anticipated empirical support: (1) the lack of a theoretical base; (2) disagreement over what a given aptitude means and how it should be measured; (3) difficulties in defining instructional methods as treatments; and (4) the inability to generalize from context-specific results. Increased recognition of the role of prior knowledge as an aptitude variable and the more precise definition of instructional treatments are noted as recent, promising approaches to this research. Scenarios for the future are suggested which pertain both specifically to ATI research and to the more general implications of such research for instructional design. The importance of adapting instruction to individual learner characteristics such as interest and cognitive style is emphasized throughout. A list of 14 references is included. (MES)

ED 285 533 IR 012 738

Dwyer, Carol A.
The Effect of Varied Practice Activities in Complementing Visualized Instruction.
PUB DATE- Feb 87
NOTE- 27p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Drills (Practice); Encoding (Psychology); Higher Education; *Instructional Effectiveness; *Intermode Differences; Learning Processes;

Literature Reviews; Pretests Posttests; *Prior Learning; *Test Format; *Testing; *Visual Learning
IDENTIFIERS- AECT Research and Theory Division Meeting

The purpose of this study was to determine whether different types of practice strategies are equally effective in facilitating encoding strategies and in subsequent information acquisition and retrieval by students identified as possessing high, medium, and low prior knowledge levels in a content area. Within the context of the encoding-specificity principle, the effectiveness of verbal and visual testing of information acquired from visually complemented instruction was also investigated. Subjects, who were 240 graduate and undergraduate students, were randomly assigned to eight treatment groups which determined the level of practice received and the testing mode (verbal or visual). Each student received a pretest, participated in the instructional presentation, and then received a battery of tests designed to measure various educational objectives. Results indicated that practice strategies: (1) can be effective instructional variables in improving student achievement; (2) function differentially in promoting student achievement of different educational objectives; and (3) can function to reduce differences among students possessing different levels of prior knowledge. Additionally, it was found that visual tests appear to be more effective than verbal tests in assessing information communicated by visualized instruction. Supplemental materials include sample test questions, statistical data, and 54 references. (MES)

ED 285 534 IR 012 739

Ellsworth, Elizabeth

Fiction as Proof: Critical Analysis of the Form, Style, and Ideology of Educational Dramatization Films.

SPONS. AGENCY- Wisconsin Center for Education Research, Madison.
PUB DATE- Feb 87
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Characterization; Comparative Analysis; Educational Sociology; Film Criticism; Film Production; Films; *Film Study; *Instructional Films; Learning Processes; Social Influences
IDENTIFIERS- AECT Research and Theory Division Meeting; *Classical Hollywood Films; Critical Analysis; *Educational Dramatizations

The purpose of this study was to investigate how some ways of making sense of the world get privileged over others when teachers and students use specific educational films in specific learning environments. The methods of formalist and ideological film analysis are used to describe how educational films are distinct in their form and style from other types of film. These methodologies are then applied to educational dramatizations, using a sample of 60 films produced between 1930 and 1970 and housed at the American Archives of the Factual Film at Iowa State University. Analysis of the films is aimed at specifying where these films embody certain defining features of classical Hollywood films (CHC) and where they depart from this model. The assumption is made that differences between educational dramatizations and CHC are systematically related to the political, social, and educational purposes of educational films and of the institutions that produce and use them. Initial conclusions about characterization suggest that the way an educational film constructs and uses fictional characters invites the viewer to accept a specific definition of what counts as legitimate knowledge and where that knowledge can be found in our culture. (MES)

ED 285 535 IR 012 740

Erdman, Barbara
An Historical Analysis of Form, Style, and Instructional Design in Teaching Films.
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Documentaries; Film Production; *Film Study; *Instructional Design; *Instructional Films; Research Proposals
IDENTIFIERS- AECT Research and Theory Division Meeting

A study is proposed to address five questions about the interrelationship of instructional intent and film form and style:

(1) What are the stylistic elements within the teaching film, and how are these elements used to present epistemological content? (2) Does the instructional component of the teaching film take on a formal or stylistic function in the film? (3) In what way does the lesson structure the teaching film? (4) Is the form of the filmed lesson determined by design practices prescribed by formal theories of learning and instructional design research? and (5) In what ways do educational films specifically structure the learning experience? The proposed study will perform a systematic analysis of a historical sampling of educational films produced between 1930 and 1970 to give a detailed picture of the phenomenon of educational film and to develop a model of the teaching film of this period. The study will be based on the assumptions that educational films existed in an environment dominated by Hollywood films, and that producers of educational films were aware of work being done by others in the field. Eleven references are listed. (MES)

ED 285 536 IR 012 741

Gagne, Robert M.
The Idea of the Schema.
PUB DATE- 1 Mar 87
NOTE- 7p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987. For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; Discovery Learning; *Instructional Design; *Learning Processes; Learning Theories; Memory; *Schemata (Cognition)
IDENTIFIERS- AECT Research and Theory Division Meeting

This paper defines a schema as a memory structure representing a general concept and its framework of associated concepts, and identifies the three processes by which learning can occur in individuals whose memories are schema-based, i.e., accretion, tuning, and restructuring. Ways in which schema might influence instructional design are then discussed: (1) identification of the pre-existing schema before designing instruction; (2) organization, provision of cues, and elaboration to aid accretion; (3) elaboration and practice with a variety of examples to aid schema tuning; and (4) discovery learning through analogy or problem-solving restructuring by schema induction. Ten references are listed. (MES)

ED 285 537 IR 012 742

Greene, Elinor C.; And Others
Effects of Television and Picture Book Attributes on Children's Memory of Visual and Auditory Facts.
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Aural Learning; Comparative Analysis; *Educational Television; Grade 3; *Intermode Differences; *Picture Books; Primary Education; *Short Term Memory; *Visual Learning
IDENTIFIERS- AECT Research and Theory Division Meeting

This research compared the effects of a televised presentation and a picture book on children's recall of specific verbal and visual content using 48 third-grade students in Florida as subjects. The children were first stratified by sex and then randomly assigned to view the same story in either a picture book with audiotape or a televised condition. Following the story, children were individually asked questions about visually and verbally referenced facts. The results failed to support the two major hypotheses: that children exposed to a televised story will remember more visual story content, and that children exposed to a picture book story will recall more verbal content. No significant differences were found in recall of either visually or verbally referenced facts. An unexpected finding indicated that children who watched the televised story recalled significantly more facts overall, and it is suggested that the story materials and the recall test used may have influenced the results. Two references are listed, and a statistical table and the factual recall test are appended. (Author/MES)

ED 285 538 IR 012 743

Griffin, Suzanne M.
How Does the Match between Media and Learners' Preferred Perceptual Modes Affect Literacy Learning?

PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Literacy; Analysis of Covariance; *Cognitive Style; Cultural Influences; *English (Second Language); Illiteracy; Instructional Effectiveness; *Intermode Differences; *Media Selection; Perception; Refugees; *Second Language Instruction; Second Language Learning; Student Attitudes; Teaching Methods
IDENTIFIERS- AECT Research and Theory Division Meeting; *Hmong People

Two issues relevant to the effectiveness of media used in second language literacy instruction were addressed in this study: learner-selected versus teacher-assigned media, and media that appeal to learners' preferred perceptual modes compared with media that do not match preferred modes. A group of 47 preliterate Hmong refugees between the ages of 24 and 65 who were acquiring English as a second language was selected for study. Subjects' preferred perceptual modes were classified as auditory, visual, or kinesthetic on the basis of the Kerby Learning Modality Test; the corresponding media options were a videotape, photographs, or a live teacher. Results showed a significant difference in achievement outcomes between learners who selected their media and those who were assigned to media. Since many subjects did not demonstrate a dominant learning modality, the match between media and preferred perceptual modes was clear for only 13 subjects. There was no significant difference in literacy achievement outcomes between this group and learners who used media that did not clearly match their preferred perceptual modes. The impact of the culture of the participants on the study is discussed, and 17 references are listed. (Author/MES)

ED 285 539 IR 012 744

Gueulette, David G.; Hanson, Connie

Psychotechnology as Instructional Technology: Systems for a Deliberate Change in Consciousness.

PUB DATE- Feb 87

NOTE- 18p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Educational Technology; *Instructional Design; *Psychology; Psychophysiology; Teaching Methods

IDENTIFIERS- AECT Research and Theory Division Meeting; *Brain Research; Consciousness; *Psychotechnology

This discussion of the importance of psychotechnologies such as biofeedback, meditation, and guided imagery to education focuses on the potential of such techniques to expand human learning capabilities and consciousness. The work of many theorists and researchers in the fields of education, physiology, and psychology is reviewed, citing evidence that psychotechnology can: (1) augment instructional design models; (2) generate extraordinary learning outcomes; (3) provide additional cognitive strategies to improve one's ability to learn; and (4) augur a future trend in the definition of instructional technology. A list of 47 references is included. (MES)

ED 285 540 IR 012 745

Hannafin, Michael J.
The Role of Practice versus Cuing during Computer-Based Instruction.
PUB DATE- 1 Mar 87
NOTE- 19p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; *Computer Assisted Instruction; Drills (Practice); Grade 9; *Instructional Design; *Intermode Differences; Junior High Schools; Multivariate Analysis; Pretests Posttests; *Prompting; Research Needs; Short Term Memory; *Verbal Ability
IDENTIFIERS- AECT Research and Theory Division Meeting

The effects of cognitive and behavioral orienting activities and practice on student learning of cued and uncued information were examined in this study. The subjects were 54 grade 9 students (28 males and 26 females), who were classified as high or low ability based on the verbal intelligence estimate of the Iowa Test of Basic Skills. These students received a computer-based lesson on the voyages and discoveries of spacecrafts, including either a cognitive or behavioral orienting activity, and a 28-item posttest was used to measure recall. Fourteen posttest questions were cued via the orienting activity; the remaining 14 questions were not cued. Half of the cued and non-cued items were practiced using parallel items during the lesson. A significant difference was found between practiced and non-practiced items, cued and non-cued items, and high and low ability students. Significant interactions were found between orienting activity and cuing, orienting activity and practice, and orienting activity by cuing by practice. Practice emerged as the most powerful design component. Directions for further research are identified, and 30 references are listed. Several sample cognitive and behavioral orienting activities are appended. (MES)

ED 285 541 IR 012 746

Hannafin, Michael J.; Colamaio, Maryanne E.

The Effects of Locus of Instructional Control and Practice on Learning from Interactive Video.

PUB DATE- 1 Mar 87
NOTE- 16p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Computer Assisted Instruction; Drills (Practice); Higher Education; *Instructional Design; *Instructional Effectiveness; *Interactive Video; *Intermode Differences; *Locus of Control; Multivariate Analysis
IDENTIFIERS- AECT Research and Theory Division Meeting; *Learner Control

The effects of various interactive video instructional control options and practice on learning were examined in this study. The interactive video lesson was a 30-minute videotape designed to introduce cardiopulmonary resuscitation (CPR). Subjects were 48 graduate and undergraduate volunteers, none of whom had prior experience with CPR or interactive video. Students were randomly assigned to one of three instructional treatments with the following locus of instructional control versions: (1) designer imposed, following a predetermined path through the lesson dependent on responses to embedded practice questions; (2) learner selected, allowing individual control decisions at certain points; or (3) linear, with no options for control or imposed decisions for remediation or question repetition. A posttest was administered to assess the learning of facts, procedures, and problem-solving skills. Both the designer imposed and learner selected groups performed better than the linear group, and scores on practiced items were higher than non-practiced items for each type of learning. These effects were greatest for factual learning and least influential for procedural learning. Supplemental materials include 41 references, sample practice questions, and a graph showing the interaction between practice and type of learning. (MES)

ED 285 542 IR 012 747

Huyvaert, Sarah H.

Queuing Theory: An Alternative Approach to Educational Research.

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LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Computer Simulation; *Discipline; *Educational Research; *Grouping (Instructional Purposes); Literature Reviews; Mathematical Applications; Mathematical Models; Research Needs; *Teacher Burnout; *Time on Task
IDENTIFIERS- AECT Research and Theory Division Meeting; *Queuing Theory

Queuing theory is examined in this paper in order to determine if the theory could be applied in educational settings. It is defined as a form of operations research that uses mathematical formulas and/or computer simulation to study wait and congestion in a system and, through the study of these visible phenomena, to discover malfunctions within the system that are otherwise transparent. Basic assumptions of the theory and structures and characteristics of queuing systems are outlined, and areas of application other than education are listed. The literature dealing with time-on-task, teacher burnout, student grouping, and classroom discipline is reviewed to demonstrate that queues are prevalent in educational systems. The methods used in the systematic study of queues--mathematical analysis and computer simulation--are also discussed. The following conclusions are drawn: (1) the basic assumptions of queuing theory can be met in educational systems; (2) education experiences the types of problems typically analyzed through the theory; (3) wait and congestion exist in education and contribute to other more serious problems in the field; and (4) the tools and techniques of queuing analysis are appropriate for educational research. Areas for further research are suggested, and 23 references are listed. (NES)

ED 285 543 IR 012 748

Jacobs, John W.; And Others

Implications of an Attention Reduction Training (ART) Model for Education and Technology.

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NOTE- 25p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; Cognitive Psychology; Electronics; *Instructional Design; *Learning Processes; Literature Reviews; Memory; Metacognition; Models; Outcomes of Education; Technical Education; *Training Methods; *Transfer of Training
IDENTIFIERS- AECT Research and Theory Division Meeting; *Attention Reduction Training; Automaticity Training; *Dual Tasks

The purpose of this paper is to present a computer-based attention reduction training (ART) model and to outline important issues that must be addressed before the model can be incorporated into an educational setting. The model is based on the dual task technique, an assessment procedure developed by memory researchers. Methodological assumptions underlying the technique and issues concerning the use of the term "automaticity" in reference to the results of such training procedures are discussed, and an overview of problems pertaining to terms used to communicate training outcomes related to transfer is presented. Vertical transfer, an aspect of transfer with potential for guiding research in training and instructional design, is defined and subsequently used in describing the ART model. A detailed description of computer-based ART procedures that incorporate electronic symbols as electronics training material is provided, and empirical issues related to this model and its application to educational settings are addressed. Diagrams of task performance patterns and electrical schematics are appended. A list of 48 references is included. (MES)

ED 285 544 IR 012 749

Joseph, John H.
Field-Dependence/Independence and the Mathemagenic Effects of Observable Visual Imagery Rehearsal for Learning from Computer-Presented Text.
PUB DATE- 27 Feb 87
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Style; College Students; Computer Assisted Instruction; Diagrams; Encoding (Psychology); *Field Dependence Independence; Higher Education; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; *Visual Learning
IDENTIFIERS- AECT Research and Theory Division Meeting

This study examined the effectiveness of observable visual imagery strategy for the encoding of verbal information with special attention given to the relative effectiveness of the strategy for field-dependent and field-independent learners. The subjects, 54 undergraduate and graduaute students ranging in age from 20 to 54, were randomly assigned to one of three treatment groups: (1) computer-presented text without visuals or rehearsal strategies (control); (2) text accompanied by line drawings presented on a handout; or (3) text with visual imaging tasks corresponding to the line drawings in the second treatment. Learning was measured through four criterion tests--drawing, identification, terminology, and comprehension--which were designed to measure achievement of different objectives, and the effects were measured for subjects identified as field-dependent or field-independent on the basis of the Embedded Figures Test. The total criterion test score means indicated that field-independent subjects benefitted most from presented line drawings and scored markedly lower when required to engage in the observable visual imagery strategy. In contrast, field-dependent subjects scored higher when required to engage in the observable visual imagery rehearsal. Statistical analyses and a list of nine references are appended. (MES)

ED 285 545 IR 012 750

Kerr, Stephen T.

Finding One's Way in Electronic Space: The Relative Importance of Navigational Cues and Mental Models.

PUB DATE- Feb 87
NOTE- 29p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Color; Comparative Analysis; Computer Graphics; *Cues; Graduate Students; Higher Education; *Man Machine Systems; *Models; *Online Catalogs; *Online Searching; Research Needs; Users (Information); *Videotex
IDENTIFIERS- AECT Research and Theory Division Meeting

This examination of the effectiveness of various methods of cuing users to their location in a videotex information system used five different versions of an electronic edition of a college catalog: "simple" (no cues), "headers" (textual cues), "color" (color cues), "icons" (graphic cues), and "fancy" (textual, color, and graphic cues). The 99 graduate students who acted as subjects were each asked to complete 10 search tasks working with one version of the catalog, and data were gathered from videotaped sessions on time, number of false turns during searches, and number of right and wrong answers. A post-questionnaire assessed ease of use and satisfaction with the database as well as the perceived usefulness of the various cues. Subjects differed in awareness of cues and their functions, but color cues seemed less impressive than textual or graphic cues. Although subjects did not differ in their immediate perception of ease of use or satisfaction, differences in attitudes and recall of screen attributes were noted in follow-up interviews conducted six weeks after the initial experiment. A discussion of the importance of users' mental models in understanding electronic environments and suggested topics for further research conclude the paper. Statistical analyses and a list of 30 references are appended. (MES)

ED 285 546 IR 012 751

Klein, James D.; Salisbury, David F.

A Comparison of a Microcomputer Progressive State Drill and Flashcards for Learning Paired Associates.

PUB DATE- Feb 87

NOTE- 19p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Drills (Practice); High Schools; Hypothesis Testing; Instructional Design; *Instructional Effectiveness; *Intermode Differences; Microcomputers; *Paired Associate Learning; Secondary Education; *Student Attitudes

IDENTIFIERS- AECT Research and Theory Division Meeting; *Flash Cards; High School Sophomores; Sequential Analysis

The effectiveness of learning paired associates from a computer-based drill strategy known as the progressive state drill was compared in this study with the effectiveness of having students use their own strategies with flashcards. Characteristics of the progressive state drill which make it a potentially effective drill and practice strategy for learning paired associates include: (1) the use of a small working pool of items; (2) increasing ratio review; (3) dynamic adjustment of the drill based on student performance; and (4) recordkeeping from session to session. The 96 high school sophomores who acted as subjects were placed into matched pairs on the basis of a pretest which measured their ability to remember word-number pairs, and one member of each pair was randomly assigned to the flashcard or microcomputer group. The treatment consisted of three 20-minute sessions, i.e., one session each day for three consecutive days. Although the results failed to show any superiority on a posttest achievement measure for the progressive state drill over the flashcard approach, the microcomputer group demonstrated a significantly more positive attitude toward the instruction. A discussion of the implications of these findings for design and use of microcomputer drills such as the progressive state paradigm conclude the paper. Statistical analyses and a list of 26 references are appended. (MES)

Knupfer, Nancy N.

Teachers' Opinions and Attitudes about Instructional Computing: Implications for Student Equity.

PUB DATE- Feb 87
NOTE- 45p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Computer Assisted Instruction; *Equal Education; Grade 6; Intermediate Grades; *Microcomputers; Public Schools; Questionnaires; State Surveys; Statistical Analysis; *Teacher Attitudes
IDENTIFIERS- AECT Research and Theory Division Meeting; *Wisconsin

Conducted in order to assess the equity of student access to instructional computing at the sixth-grade level in Wisconsin public schools in the spring of 1985, this study examined teachers' perceptions, attitudes, and opinions on the status of instructional computing and the potential effects of these viewpoints on student access to computers. Data were gathered by means of a questionnaire mailed to all 510 grade 6 teachers in K-6 structured public schools in the state, and follow-up telephone interviews with nonrespondents were used to obtain data for comparison of respondent and nonrespondent groups. Descriptive statistics were compiled from frequency distributions, measures of central tendency, contingency tables using the chi-square statistic, and t tests. The alpha level for significance was set at .05. The major conclusion reached was that equity of student access to instructional computing is closely related to the attitudes and opinions of the teachers who work with those students. Supplemental materials include statistical analyses, a copy of the questionnaire, and a list of 24 references. (MES)

Li, Rengen

Schema Activation and Pre-Instructional Strategies.

PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Design; Instructional Effectiveness; Learning Activities; *Learning Processes; Literature Reviews; *Prior Learning; *Schemata (Cognition)
IDENTIFIERS- AECT Research and Theory Division Meeting

The learner's existing schema, which is defined here as an integrated structure of knowledge about a given topic, plays a critical role in new learning. Prior to or during learning, appropriate schemata should be activated in order to produce the best learning results. Instructional designers should systematically assess their target audience's pre-existing schemata and activate them in order to produce efficient and effective learning. Strategies available for this purpose include pre-treatment activities that engage learners in thinking about their existing schema prior to instruction and text enhancement to provide cues in learning material. Metaschemata, or students' knowledge about their own schemata, can be important; researchers have suggested that students learn how to evaluate their schemata and modify them as necessary. A list of 31 references is provided. (MES)

Mathison, Carla; Allen, Brockenbrough S.
The Effect of Stories and Diagrams on Solution of an Analogous Problem.
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; Comparative Analysis; *Diagrams; Graduate Students; Higher Education; Hypothesis Testing; *Intermode

Differences; *Logical Thinking; Prior Learning; *Problem Solving; *Transfer of Training
IDENTIFIERS- AECT Research and Theory Division Meeting; *Analogies

The hypothesis for this study assumed that subjects who received a diagram representing the structural relationships of a story would be more likely to solve a new and analogous problem than subjects who received two analogs without a diagram. The 151 graduate students who acted as subjects were randomly assigned to one of four treatments: one or two analogs, with or without a diagram. Learners receiving the diagram were asked to copy it, to think about it while reading the story, and to rate its usefulness. The learners' solutions to a new analogous problem were then judged as correct or incorrect. No significant differences were found between groups receiving one or two story analogs, although a significantly higher percentage of subjects receiving the diagram were able to solve the problem. It was concluded that interaction with a diagrammatic representation greatly facilitated the transfer of solutions to an analogous problem and that, although multiple similar problem-solving experiences may help learners solve new problems analogically, the key variable is not the number of experiences, but the manner in which they are presented and processed. A list of 26 references is provided. (MES)

ED 285 550 IR 012 755

Metallinos, Nikos; Chartrand, Sylvie
Comprehension and Recall of Television's Computerized Image: An Exploratory Study.
PUB DATE- Feb 87
NOTE- 33p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Stimuli; *Comprehension; *Computer Graphics; *Measurement Equipment; Motion; Psychological Studies; *Psychophysiology; *Retention (Psychology); Short Term Memory; Spatial Ability; Television Research; Television Viewing; Three Dimensional Aids; Visual Perception; *Visual Stimuli

IDENTIFIERS- AECT Research and Theory Division Meeting

This exploratory study of the effects of the new visual communications media imagery (e.g., video games, digital television, and computer graphics) on the visual perception process is designed to provide a theoretical framework for research, introduce appropriate research instruments for such study, and experiment with the application of biometric instruments in testing the effects of computerized television pictures. The study reviews the empirical findings of the composition of such images, considers their potential effects on heavy viewers, discusses the most suitable research instruments for their study, and reports the results of a pilot study which used biometric research instruments to test the effects of computerized television pictures on viewer comprehension and retention. Although the nature of this study precludes the drawing of scientific conclusions, it is suggested that technologically more advanced and more suitable research instruments need to be used for the study of hidden effects. It is also argued that such key factors as the shape, direction, and motion of objects appearing within the visual space are crucial to the study of viewer comprehension and retention of computerized visual images. A 39-item reference list is provided and summaries of data from the study are appended. (MES)

ED 285 551 IR 012 756

Molenda, Michael
An Agenda for Research on Instructional Development.
PUB DATE- Feb 87
NOTE- 22p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Development; Literature Reviews; *Research Methodology; *Research Needs
IDENTIFIERS- AECT Research and Theory Division Meeting

This assessment of the status of research on instructional development (ID) discusses such conceptual problems as the confusion between ID and instructional design, reviews previous research, and proposes a framework for future ID research.

Decision-oriented issues discussed within this framework include: (1) administrative and policy issues of ID agencies; (2) internal organization and management of ID teams; (3) interaction with clients; (4) social and political relationships with supra-systems; and (5) optimization of ID procedures such as model development, needs analysis, learner analysis, task analysis, environmental analysis, objectives specification, prototype construction, formative evaluation, summative evaluation, and implementation. Conclusion-oriented issues, a second broad category within the framework, are discussed in the context of the definition and effectiveness of ID. The behavior of participants in the ID process and the effects of ID products on their intended audiences are also identified as major classes of phenomena to be studied, and direct, indirect, and simulated observation are suggested as possible research methodologies. Sixty references are listed. (MES)

Newhouse, Barbara S.
Microcomputer Interactive vs. Traditional Associative Learning in a Paired-Associative Recall Task.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; *Drills (Practice); Education Majors; Higher Education; *Instructional Effectiveness; *Intermode Differences; Microcomputers; *Paired Associate Learning; Short Term Memory
IDENTIFIERS- AECT Research and Theory Division Meeting; *Consonant Vowel Consonant Combinations

Differences between interactive microcomputer and traditional verbal learning groups in a paired-associate learning task were examined in this study. The 88 subjects, who were undergraduate education students, were randomly assigned to four groups. Each group was given one of two lists of ten high frequency words matched with either high or low similarity consonant-vowel-consonant (CVC) trigrams, and subjects were asked to recall the CVC trigrams either by entering responses at the computer (interactive groups) or by responding verbally to the experimenter (traditional groups). The following results were obtained: (1) there was no significant difference between interactive and traditional groups on recall; (2) groups exposed to lists of CVC trigrams of low similarity performed significantly better on recall; (3) no significant difference was found between interactive and traditional groups on number of trials to criterion; (4) the number of trials to criterion was significantly lower for low similarity groups; and (5) there were no significant interactions between similarity and treatment on recall or trials to criterion. Areas for further research are suggested, and statistical tables and a 32-item reference list are attached. (MES)

ED 285 553 IR 012 758

Nichols, Randall G.
An Alternative Belief: Negative Aspects of Educational Technology.
PUB DATE- Feb 87
NOTE- 22p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; *Ethics; Literature Reviews; *Philosophy; *Science and Society
IDENTIFIERS- AECT Research and Theory Division Meeting

This exploration of the negative aspects of educational technology and their implications for education and society is based on the assumptions that educational technology and technologists are of a philosophic nature, and that many of our beliefs arise from beyond the empirical or rational--that is, from intuition or tacit knowledge. In the first three sections, discussions of philosophical concepts related to educational technology and technology in general cover the following broad areas: (1) the philosophical background from which educational technology derives, beginning with Plato; (2) selected educational technology literature which is overtly philosophical; and (3) the effects of the mental-technical model on control of the learning process. The social ramifications of educational technology are considered in the fourth section, and the following sections briefly cover issues of educational technology and freedom and note several other ethical issues. In conclusion, further investigation of these philosophical and ethical concerns is recommended. Thirty-four references are listed. (MES)

ED 285 554 IR 012 759

Perkins, Daniel J.
Prospectus for New Directions in Educational Film Research.
PUB DATE- Feb 87
NOTE- 10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporate Education; *Film Study; *Instructional Films; Interactive Video; *Research Needs; Videotape Recordings
IDENTIFIERS- AECT Research and Theory Division Meeting

A survey of Ray Fielding's lists of nearly 3,000 theses and dissertations on film and video produced both in the United States and abroad since 1916 revealed that only 21 of these works included any discussion of the history and theory of corporate or sponsored films. Any viable historical or theoretical methodology for film research should be applicable to all films, not just the much-studied Hollywood productions, and corporate films provide a large potential area of research for educational technologists. Some specific research questions might include: (1) How have lines of communication changed within bureaucracies with the advent of new technologies? (2) What is the role of film or video in those lines of communication? (3) What are the uses of these corporate products? and (4) What are their potential effects on users? It is noted that the major source for such materials is the American Archives of the Factual Film at Iowa State University, and nine references are provided. (MES)

ED 285 555 IR 012 760

Phillips, Timothy L.; And Others
The Effects of Practice and Orienting Activities on Learning from Interactive Video.
PUB DATE- Feb 87
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Comparative Analysis; *Computer Assisted Instruction; *Drills (Practice); Higher Education; *Instructional Effectiveness; *Interactive Video; *Intermode Differences; Recall (Psychology)
IDENTIFIERS- AECT Research and Theory Division Meeting

The combined effects of orienting activities and levels of practice on learning from interactive video were examined in this study. The 72 college students who participated in the study were randomly assigned to either a group that received an orienting activity (i.e., a brief statement designed to prepare learners for the information to come) or one that did not. Students were further assigned to one of three practice groups: (1) no practice, (2) limited practice, or (3) elaborate practice. An interactive video lesson focusing on the characteristics of various artists and art periods was then presented. The lesson included interaction in the form of criterion-based practice for half of the facts and applications cued initially via the orienting activity. Posttest results indicated significant effects in favor of embedded practice versus no practice; however, no significant difference was found between limited and elaborate practice, and no effects involving orienting activities were found. Areas for further research are suggested. One table and two figures display the study results and 36 references are provided. (Author/MES)

ED 285 556 IR 012 762

Rodriguez, Stephen R.
Schema Theory and Signaling: Implications for Text Design.
PUB DATE- Feb 87

NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Instructional Design; Layout (Publications); *Prompting; *Reading Comprehension; *Schemata (Cognition)
IDENTIFIERS- AECT Research and Theory Division Meeting; *Computer Displays; Printed Materials; *Text Structure

This discussion of the implications of schema theory and signaling theory for the design of both paper- and computer-based text describes the macro and micro levels of text structure and their interaction, provides a definition of signaling, and identifies four types of signals: (1) pointer words informing the reader of the author's perspective on a topic; (2) prematurely revealed information previewing content presented later in the text; (3) summary statements restating major points presented in the passage; and (4) words cuing the reader to the relationships of ideas within a content structure. Research on the effects of signaling is then reviewed, and the concepts of schema induction and form schema--i.e., a schema specifying categories of information to be learned--are presented. A summary of some guidelines for computer- and paper-based text display is also provided as well as a short computer lesson designed by the author to explore possible uses of signals in computer displays. Areas for further research are suggested, and 11 references are listed. (MES)

Rodriguez, Stephen R.; And Others
Effects of Media on Children's Inference Justifications.
PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723; for a related paper, see IR 012 742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Cassettes; *Aural Learning; Comparative Analysis; *Educational Television; Grade 3; *Inferences; *Intermode Differences; Media Research; *Picture Books; Primary Education; *Visual Learning
IDENTIFIERS- AECT Research and Theory Division Meeting

This study examined whether the sources of information children use to substantiate story-based inferences are influenced by the medium of delivery. The 48 third grade students who acted as subjects were stratified by sex and randomly assigned to one of two media conditions; i.e., each child was presented an African folktale either (1) as a televised story, or (2) as a picture book narrated by an audiocassette. Following the presentation of the story, students were asked a series of inference questions and required to justify their answers. Each inference justification was classified as either visual, audio, audiovisual, or out-of-story based. Children who saw the televised story used visual and audiovisual information to justify their inferences more often than did the children who heard and saw the narrated storybook version. Conversely, children in the storybook condition based significantly more inferences on audio information. These results indicate that, when selecting media for presenting information to children, consideration should be given to the specific attributes of the media to which children attend. Suggestions for further research conclude the paper. A data table displays the results of the study, and a list of 11 references is included. (Author/MES)

Ross, Steven M.; And Others
Computer-Based Instruction Research: Implications for Design.
PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; Elementary School Mathematics; Higher Education; *Individualized Instruction; *Instructional Design; Intermediate Grades; *Intermode Differences; *Mathematics Instruction; *Schemata (Cognition); Student Attitudes; Student Characteristics; Undergraduate Students; *Word Problems (Mathematics)
IDENTIFIERS- AECT Research and Theory Division Meeting

The development and evaluation of several microcomputer-based strategies designed to facilitate learning how to solve mathematics word problems by personalizing examples in accord with individuals' background and interests are described in this paper. The first of two studies conducted with fifth and sixth grade students to evaluate these strategies used a personalized lesson on the division of fractions which was presented by computer-assisted instruction (CAI). Students were randomly assigned to three treatments in which personalized, concrete, or abstract contexts were used as the background themes for word problems. Major dependent variables were three achievement subtests used to assess different types of learning, task attitudes, and lesson completion time. The second study replicated the design and procedures of the first one using computer-generated print versions of the personalized materials. Comparisons with standard nonadaptive instructional materials, which were consistent across studies, showed strong advantages for the personalized examples on both achievement and attitude measures. Follow-up research is being performed to extend the strategy to older students by allowing undergraduate education majors to select the preferred themes for example problems in a CAI statistics lesson. Supplemental materials provided include sample problems, student reactions to personalized examples, data tables, a diagram of the contextual factors affecting CAI, and a list of 28 references. (MES)

ED 285 559 IR 012 765

Saba, Farhad; Twitchell, David
Research in Distance Education: A System Modeling Approach.
PUB DATE- Feb 87
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; *Distance Education; *Models; Programing Languages; *Research Methodology; *Systems Analysis
IDENTIFIERS- AECT Research and Theory Division Meeting; System Dynamics

This demonstration of the use of a computer simulation research method based on the System Dynamics modeling technique for studying distance education reviews research methods in distance education, including the broad categories of conceptual and case studies, and presents a rationale for the application of systems research in this area. The technique of model development using the System Dynamics approach and the DYNAMO simulation language is then described, and six steps for model development are outlined and applied to the development of a prototype model: (1) identifying a problem and conceptualizing a system model representing the problem; (2) developing a causal-loop diagram of system functions; (3) developing a flow diagram based on the causal-loop diagram; (4) developing a set of DYNAMO equations representing the model; (5) running and testing the model; and (6) evaluating policy options in relation to the problem and in light of the results of the simulation. Discussions of the limitations of the simulation exercise and the development of a more complex and realistic model conclude the paper. Diagrams are included throughout, and a list of 17 references and a sample DYNAMO program are attached. (MES)

ED 285 560 IR 012 766

Sutherland, Sandra; Winn, William
The Effect of the Number and Nature of Features and of General Ability on the Simultaneous and Successive Processing of Maps.
PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Graduate Students; Higher Education; *Instructional Design; Learning Processes; *Learning Strategies; *Maps; Memory; Multiple Regression Analysis; Psychological Studies; *Visual Learning
IDENTIFIERS- AECT Research and Theory Division Meeting

The interactions of three factors that may be involved with the memory for pattern or sequence in visual materials were investigated in this study: (1) arbitrariness of representation; (2) task; and (3) ability of students. The subjects, who were 29 graduate students in education, were pretested for general ability and randomly assigned to four groups. Students studied a series of four maps which were arranged in order of increasing complexity from eight to 20 elements; these elements were shown either as pictures or as squares and were numbered from left to right and from top to bottom. The subjects were required to either list the elements in sequence or to draw the overall pattern. It was found that, although the scores generally declined as the number of elements increased, the results were significant for task (list or draw) and task by map (number of elements) interaction. A correlation was also found between one of the maps and the pretest. The implications of these findings for instructional design are that when seven or more elements are presented in maps, difficulties may result when students are asked to perform a successive task. On the other hand, when the task calls for simultaneous processing, access to a chunking strategy will enable students to compensate for the numerous elements. Supporting data for the study are presented in seven tables, and a list of 22 references is provided. (MES)

ED 285 561 IR 012 767

Suzuki, Katsuaki

Schema Theory: A Basis for Domain Integration Design.

PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Objectives; *Instructional Design; Learning Processes; Metacognition; *Outcomes of Education; *Schemata (Cognition); Skills

IDENTIFIERS- Curriculum Mapping

The cognitive and affective domains of learning outcomes--i.e., intellectual skills, verbal information, cognitive strategies, and attitudes--are parts of every schema. Located within an individual schema, these capabilities are interrelated, and acquiring one capability is likely to have an effect on other types of capabilities within the same schema. The central role of the intellectual skills domain and advantages of integrating various outcome domains, also known as accompanying objectives, have implications for instructional design. General types of accompanying objectives include: (1) the terminal objective, i.e., the ability to perform the skill; (2) knowing when the skill can be applied; (3) the ability to use the skill when needed; and (4) choosing to use the skill. The use of a generic instructional curriculum map (ICM) to present interrelationships among the related objectives from various outcome domains may help the instructional designer to select instructional strategies, and to determine the sequence of instruction among objectives. Fifteen references are listed. (MES)

ED 285 562 IR 012 768

Taylor, William; And Others
The Effects of Program Embedded Learning Strategies, Using an Imagery Cue Strategy and an Attention Directing Strategy, to Improve Learning from Micro Computer Based Instruction (MCBI).
PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advance Organizers; Analysis of Variance; Attention; Cognitive Style; *Computer Assisted Instruction; *Difficulty Level; Higher Education; Hypothesis Testing; Instructional Effectiveness; *Intermode Differences; *Learning Strategies; Microcomputers; *Pacing; *Prompting
IDENTIFIERS- AECT Research and Theory Division Meeting

The effects of the Attention Directing Strategy and Imagery Cue Strategy as program embedded learning strategies for microcomputer-based instruction (MCBI) were examined in this study. Eight learning conditions with identical instructional content on the parts and operation of the human heart were designed: either self-paced or externally-paced, and including one, both, or neither of the above strategies. A control group received no instruction. Other variables included difficulty of learning tasks, ranging from a simple memory task to a more difficult problem-solving task, and the cognitive style aspects of reflectivity and impulsivity as measured by the Barratts test. Subjects were 180 freshman psychology students at Ohio State University. Results supported the following hypotheses: (1) the externally-paced MCBI design is generally more effective than the self-paced design; (2) the Imagery Cue Strategy improves learning of spatial information for performance on spatial tasks; (3) the Attention Directing Strategy improves learning of spatial information for performance on spatial tasks; (4) the combination of Imagery Cue and Attention Directing Strategies improves learning of spatial information over either strategy alone; and (5) program embedded learning strategies have different effects on learning depending on whether the basic design is self- or externally-paced. Statistical analyses, a sample instructional display, and a list of 17 references are appended. (MES)

ED 285 563 IR 012 769

Thompson, Merton E.; Thompson, Marcia E.
Field Dependence-Independence and Learning from Instructional Text.
PUB DATE- Feb 87
NOTE- 13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Aptitude Treatment Interaction; *Field Dependence Independence; Higher Education; *Intermode Differences; Learning Processes; *Reading Comprehension; Research Needs
IDENTIFIERS- AECT Research and Theory Division Meeting; *Headings; *Text Structure

The relationship between field dependence-independence (FDI) and the ability to read and comprehend printed text was examined in this study. The effect of the structure of instructional text on the learning process of individuals at various points on the continuum of FDI was also studied. The following hypotheses were developed: (1) there would be significant differences between field dependent and field independent participants in their scores on tests after reading instructional text with center and side headings or without headings; (2) field independents would score significantly higher than field dependents on tests when the text does not include headings; and (3) field dependents would score at least as well as field independents when the text contains headings. The Group Embedded Figures Test was administered to the subjects--96 students at the University of Wisconsin--Stevens Point--to classify them on the FDI variable and they were randomly assigned to two groups. One group received instructional text with center and side headings; the other group received the same text without headings. A short objective test covered the important aspects of the text. Results indicated that the headings improved scores for field dependent individuals, while field independent subjects scored higher when given the text without headings. Areas for further research are suggested and 35 references are listed. (MES)

ED 285 564 IR 012 770

Tsai, Chia-jer; Derry, Sharon J.
Application of Schema Theory to the Instruction of Arithmetic Word Problem Solving Skills.
PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Drills (Practice); Elementary Education; Elementary School Mathematics; *Individualized Instruction; *Mathematics Instruction; *Problem Solving; *Schemata (Cognition); *Teaching Methods; *Word Problems (Mathematics)
IDENTIFIERS- AECT Research and Theory Division Meeting; *Training Arithmetic Problem Solving Skills

An understanding-based approach to teaching arithmetic word problems is used in the Training Arithmetic Problem Solving Skills (TAPS) research project, for which four semantic schemas or problem representations have been revised and adopted: Combine, Compare, Change, and Vary. It is hypothesized that a good problem solver identifies the schema of the problem, instantiates the slots with problem information, verifies the schema identification, executes the appropriate procedural attachment to generate the numerical answer, and checks to see whether the solution is appropriate. In the case of a complex problem, the problem solver also has to recognize the goal of the problem and use memory-management skills to store and retrieve information as required in the solution process. Researchers plan to teach these skills explicitly in the TAPS instructional program, which is designed for use by elementary students who have reading and computational competencies, but perform poorly in solving word problems. An individualized curriculum will be developed for each student on the basis of a diagnostic test which will identify deficient skill areas, and the new skill will be introduced via direct didactic instruction and practiced without speed pressure. Performance will be further improved through intensive drill and practice monitored by an intelligent tutoring system. Seven references are listed. (MES)

ED 285 565 IR 012 771

Wager, Walter
The Use of Computers in Text Research: Some Reflections on a Seminar.

PUB DATE- Feb 87
NOTE- 10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Instructional Design; Learning Problems; *Media Research; Research Tools; *Schemata (Cognition)

IDENTIFIERS- AECT Research and Theory Division Meeting; Text Design; *Text Learning

Issues and procedures for applying computers to the study of learning from text are discussed in this paper, which notes the advantages and disadvantages of using authoring aids to develop instructional programs, and examines the implications of schema theory for designing effective computer screen displays based on research on text learning. Several variables affecting the memory of facts and principles in text learning are also discussed: organization, level of vocabulary, size of text, illustrations, advance organizers, cues, and objectives. Schema theory and its relevance to the design of textual materials is described, and it is suggested that this theory might offer insights into alternative materials design for the learning handicapped child. Sixteen references are listed. (MES)

ED 285 566 IR 012 772

Wilson, Brent G.
Computers and Instructional Design: Component Display Theory in Transition.
PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; *Educational Theories; *Instructional Design; *Models; Outcomes of Education; Programed Instruction
IDENTIFIERS- AECT Research and Theory Division Meeting; *Component Design Theory; Learner Control

Component display theory (CDT) is used as a working example in this examination of the relationship between instructional design theory and computer assisted instruction (CAI) models. Two basic approaches to instructional design--the analytic and the holistic methods--are reviewed, and four elements of CDT are described: (1) content types, including facts, concepts, procedures, and principles; (2) the performance outcomes of use and remember; (3) primary presentation forms, i.e., basic presentations of definitions, examples, and practice cases; and (4) secondary presentation forms such as "help" displays, elaboration, analogies, and advance organizers. Some of the rules and procedures tying these elements together are summarized and illustrated. The application of CDT is then traced from its roots in programmed instruction and CAI, through traditional forms of education, to its potential for intelligent CAI modeling of tutoring strategies. Twenty references are listed. (MES)

ED 285 567 IR 012 773

Winn, William
Real-Time Graphics for CAI: A Rudimentary Grammar and Demonstration Program.
PUB DATE- Feb 87
NOTE- 23p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Graphics; *Expert Systems; Instructional Design; Man Machine Systems; *Models
IDENTIFIERS- AECT Research and Theory Division Meeting

This paper focuses on graphics and how they can be created, in real time, from information stored in a database, and the application of this technique to computer-assisted instruction (CAI). It is noted that this is a special case of the general trend towards endowing instructional systems with a degree of decision-making or design expertise, as it requires that the system not only present information in a variety of graphic formats to satisfy the requirements of a large repertoire of instructional strategies, but also that the system decide upon the format in which information is to be presented during instruction. A generalized model of an intelligent CAI system composed of a database, a collection of rules, and an interface is discussed, as well as a grammar for graphics which represents the decision rules of a linguistic model of such a system. The three components of the grammar are also discussed, i.e., syntax, semantics, and pragmatics. A program which allows the user to interact with a database and retrieve

information in either textual or graphic formats is then described to illustrate how a grammar of graphics might operate. Diagrams of the intelligent CAI, linguistic, and program models are appended, and 50 references are listed. (MES)

ED 285 568 IR 012 774

Yeaman, Andrew R. J.
Electronic Text Display: An Experiment on Page Turning and Window Effect.

PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987). For the complete proceedings, see IR 012 723.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Instructional Design; *Intermode Differences; Multivariate Analysis; *Reading Comprehension; *Reading Rate; Screens (Displays)
IDENTIFIERS- AECT Research and Theory Division Meeting; *Computer Displays

The effects on reading speed and comprehension of window proportions and page turning in electronic text were investigated in this study. Subjects--61 undergraduate students at the University of Wisconsin--Whitewater--were administered a standardized reading text displayed as photocopied dot matrix print in simulation of electronic text. There were two levels of window--a single window containing a whole passage or multiple windows of six lines each--and reading took place under restricted or unrestricted page turning conditions. Each subject was asked to read two narrative prose passages and answer nine multiple choice questions on the two passages in 10 minutes. Analysis of the test scores indicated that: (1) there were significant differences in reading speeds for restricted and unrestricted page turning in either window condition, as the freedom to turn back to previous windows had a detrimental effect on speed; (2) the effects of different proportions of window on reading speed and comprehension were not significant; and (3) the multiple windows group tended to comprehend more than the single window group in the restricted page turning condition, and less in the unrestricted page turning condition. A list of 22 references is provided. (MES)

ED 285 569 IR 012 785

Gaffney, Maureen, Ed.; And Others
More Films Kids Like. A Catalog of Short Films for Children.
American Library Association, Chicago, Ill.; Media Center for Children, New York, NY.
SPONS. AGENCY- New York State Council on the Arts, New York.
PUB DATE- 77
NOTE- 167p.; Photographs may not reproduce. Published by the American Library Association and the Center for Understanding Media, Inc.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Childhood Interests; Children; *Class Activities; Elementary Education; *Evaluation Criteria; Film Criticism; Filmographies; *Films; Junior High Schools; Preschool Education
IDENTIFIERS- Childrens Films

Annotations of 200 children's films, selected through evaluations of reactions of children at screenings at several schools in New York City and upstate New York, are included in this catalog. The introductory material reviews the screening and evaluation process and provides a glossary of related terminology. The films are then presented in alphabetical order. Each entry contains title, length, distributor, technique, color, production/release date, country of origin, synopsis with comments about technique and reactions, and range of ages with which the film was most successful. Following these entries is a section which describes five film follow-up activities for various age groups. A cumulative subject index for the films in this volume and the 1973 edition of "Films Kids Like" is included. (MES)

ED 285 570 IR 012 786

1985 Annual Technical Report: A Research Program in Computer Technology. July 1984--June 1985.

University of Southern California, Marina del Rey. Information Sciences Inst.

SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
REPORT NO.- ISI/SR-86-170
PUB DATE- Dec 86
NOTE- 157p.
CONTRACT- MDA-903-81-C-0335
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Computer Graphics; *Computer Networks; *Computer Oriented Programs; *Computer Software; *Expert Systems; *Man Machine Systems; Programing; Programing Languages; Research Projects; *Telecommunications

Summaries of research performed by the Information Sciences Institute at the University of Southern California for the U.S. Department of Defense Advanced Research Projects Agency in 17 areas are provided in this report: (1) Common LISP framework, an exportable version of the Formalized Software Development (FSD) testbed; (2) Explainable Expert Systems, a framework for building expert systems; (3) Formalized Software Development, a new automated software development paradigm; (4) Mappings, transformations for converting specifications of programs into implementations; (5) Command Graphics, a device-independent graphics system; (6) Internet Concepts Research, protocols for interconnection of computer communication networks; (7) Strategic Computing Information System, an automatic and efficient system for information exchange; (8) Wideband Communication, technology to support satellite-based wideband computer communication; (9) KITSERV, cost-effective test devices; (10) VLSI, a low-cost, fast turnaround LSI/VLSI device fabrication service; (11) Advanced VLSI; (12) Text Generation for Strategic Computing, methods for autonomous creation of text by machine; (13) Computer Research Support, operation and support of computing facilities and equipment; (14) Exportable Workstation Systems, remote testbed environment of advanced workstations and servers; (15) New Computing Environment, the next generation of computers and facilities; (16) Strategic Computing-Development Systems; and (17) Strategic Command, Control, and Communication Experiment Support. References are listed throughout. (Author/MES)

ED 285 571 IR 012 787

Moore, Michael
On a Theory of Independent Study. Ziff Papiere Nr. 16.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Nov 77
NOTE- 30p.; Some pages contain light print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Distance Education; *Educational Theories; Field Dependence Independence; Higher Education; *Independent Study; Models; *Personal Autonomy; Student Attitudes
IDENTIFIERS- Learner Control

Research toward the development of a theory of independent study and telemathic, or distance, learning is discussed in this paper. The concepts of independent study, educational programs, learning programs, teaching programs, and telemathic teaching are defined, and telemathic teaching programs are classified according to distance between teacher and learner, using the variables of dialogue and structure. The variable of learner autonomy in educational programs is considered, and independent study programs are classified according to learner autonomy and distance. A study comparing field dependence and attitudes of learners in a high autonomy/low distance program with students in a low autonomy/high distance program is described. The following findings are summarized: (1) students in the more distant form of independent study were more field independent than the norm, but students in the autonomous program were not; (2) more autonomous than distance students preferred distance over non-telemathic teaching and autonomous over non-autonomous learning; and (3) field independence might be used as a predictor in distance study, e.g., as distance becomes less, a more field dependent cognitive style is desirable. Areas for further research are suggested, and 34 references are listed. (MES)

Practical Method for Preparation of Neo-Literate Materials. Final Report. Proceedings of the Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (4th, Jayagiri, Bandung, Indonesia, October 20-29, 1986).

Asian Cultural Centre for UNESCO, Tokyo (Japan).; Ministry of Education and Culture (Indonesia).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- Mar 87
NOTE- 90p.; For the proceedings of the third regional workshop, see ED 278 368.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Foreign Countries; *Games; *Literacy Education; *Material Development; *Nonprint Media; *Reading Materials; Rural Development; Workshops
IDENTIFIERS- Asia; *Neoliteracy; Pacific

Activities related to the preparation of literacy follow-up materials in Asia and the Pacific are described in this final report of a regional workshop. Following a summary of the proceedings of the workshop, chapter 1 reviews preparation and field testing of printed book materials, printed nonbook materials, electronic media materials, and games by workshop participants. Planning of national follow-up activities for China, Indonesia, Malaysia, the Philippines, Papua New Guinea, Thailand, and Viet Nam are outlined in chapter 2. Reports on the development of neo-literate materials for these countries are included in the annex, which also includes general information on and the schedule of the workshop, a list of participants, and the full or brief texts of seven papers: (1) "Orientation on Neo-Literate Materials and Process of the Workshop" (T. M. Sakya); (2) "Presentation on Asian/Pacific Joint Production Programme" (Taichi Sasaoka); (3) "Preparation, Adaptation and Production of Materials for Neo-Literates Based on the Packet A and AJP Materials" (Maman Suherman); (4) "Evaluation of Materials for Neo-Literates Based on Paket 'A' and AJP Materials" (Jeane Doko Saudale); (5) "The Preparation, Production and Evaluation of Materials for Neo-Literates" (Tongyoo Kaewsaiha); (6) "Selection of Format and Method of Design of Neo-Literate Materials" (S. Tajima); and (7) "Introduction of New Method for Analysis Using NP Method" (S. Tajima). Texts of the opening statements are appended. (MES)

ED 285 573 IR 012 789

Moore, Michael G.
Speculations on a Definition of Independent Study.

PUB DATE- Jun 73
NOTE- 15p.; Paper presented at the Kellogg Invitational Conference (2nd, Vancouver, British Columbia, Canada, June 10-12, 1973).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Distance Education; *Independent Study; *Learning Processes; *Personal Autonomy; Student Characteristics; *Teacher Student Relationship

The conceptual view of independent study that is developed in this paper is based on discussions of four key ideas: (1) independent study is concerned with both learning and teaching; (2) independent study is concerned with the capacity of learners to be self-directing; (3) independent study systems are both internal and external to educational establishments; and (4) whether internal or external, independent study systems learners and teachers carry out their tasks separately from one another. Considered within this framework are aspects of learning processes, learner autonomy, the teaching-learning relationship, and distance education. It is concluded that the independent learner is independent of direction by others as well as the time-space bondage made necessary by traditional teaching, and two suggestions are made: when it is necessary to conduct programs of a contiguous kind, instructors must be at pains to foster and not infringe upon the learner's autonomy, and distance systems are preferable to settings of a contiguous kind for learners able to cope independently. Four references are listed. (MES)

ED 285 574 IR 012 790

Moore, Michael G.
Purpose and Practice of Home Study in the 1990's.
PUB DATE- Oct 86
NOTE- 25p.; Paper presented at the National Home Study Council Correspondence Education Workshop (Notre Dame, IN, October 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consortia; *Distance Education; *Educational Media;

Educational Technology; *Futures (of Society); Higher Education; Home Study; *Instructional Design; *Lifelong Learning; Multimedia Instruction

This overview of distance education in the present and future begins by defining the concept of home study and briefly tracing its history from the 19th century to the present. Several distance education institutions around the world are mentioned, including Great Britain's Open University. In the United States, the work of the Annenberg/Corporation for Public Broadcasting project and the growth of networks and consortia of institutions for delivering distance education are identified as important recent developments. The impact of new technologies and the growing need for lifelong education are noted, and it is suggested that home study programs at the local, state, and national levels will develop in response to changing needs. Characteristics of the media available for distance education and ways in which they can be used are outlined; however, it is predicted that the printed word--the study guide and correspondence assignment--will remain the most important medium for home study. Elements of good design for course and printed materials are discussed in the contexts of structure, self-sufficiency, "personality" (the ability to give students a sense of excitement), and the provision of space for students to explore more widely outside the course and to use their own experience. The provision of support and counseling services for distance learners is also considered. A review of the current state of research in the field together with educational and research goals for the future concludes the paper. (MES)

ED 285 575 IR 012 791

Bates, A. W.
Satellites for Education and Training. IET Paper No. 258. Report on Visit to India, November 28-December 13, 1986.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Dec 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications Satellites; Developing Nations; *Educational Television; Foreign Countries; Higher Education; *Information Sources; National Programs
IDENTIFIERS- *India

A visit to India to gather information on the INSAT-1B satellite project for the purpose of identifying the main issues involved in using satellites for education and teaching purposes, with respect to potential Open University of Great Britain involvement is outlined in this report. Organizations visited and individuals interviewed are identified, and a 33-item list of documentation on the Indian satellite experience collected during the visit or through desk research is provided. (MES)

Hukill, Mark A.
Television Broadcasting for Rural Development in Niger.
PUB DATE- Jul 86
NOTE- 69p.; Paper presented at the International Television Studies Conference (London, England, July 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Developing Nations; Economic Factors; National Programs; Politics; Program Effectiveness; *Programing (Broadcast); *Rural Development; Social Environment; *Television
IDENTIFIERS- *Niger

Communications policy and planning were investigated through the Republic of Niger's television service, Tele-Sahel, a state-owned autonomous service with a mandate to provide programs for rural development. In order to understand the context within which Tele-Sahel operates, the following topics related to television broadcasting in Niger were examined: (1) economic, political, social, and cultural factors; (2) communications policy and planning; and (3) viewpoints of officials responsible for broadcasting. A content analysis was performed on programs in a random sample of 32 weeks in the period from April 1979 to July 1984. These programs were identified as either imported or locally produced and as nationally or rurally oriented. The programs were then further broken down by language and by content specific to rural development. It was found that, while efforts are being made to orient programing to Nigeriens in terms of locally produced programs, that many of these programs are not in a language understandable to the majority of Nigeriens. It is concluded that, even with Niger's extensive television broadcasting system with receivers placed in even remote villages, the use of locally produced programs to facilitate rural development needs has not been particularly effective. A list of interviewees and the interview questionnaire are appended, and an 89-item bibliography cites a number of reports written in French as well as English sources. (MES)

ED 285 577 IR 012 793

King, Richard A.
Computer Equity and the Role of District Level Computer Coordinators.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Coordinators; Elementary Secondary Education; *Equal Education; *Leadership; *Microcomputers; School Districts
IDENTIFIERS- *North Carolina

Attributes of North Carolina school systems that account for discrepancies in students' opportunities to learn about and with computers were investigated in this study, which explored relationships between microcomputer availability and financial and demographic data for a sample of 141 school districts to explore the dimensions of equity in computer education. Interviews with school personnel in 16 selected districts supplemented the statewide analysis as the importance of leadership in computer access and the role of the computer coordinator were examined in depth. Based on the results of the study, it was hypothesized that leadership and commitment at all levels in the educational hierarchy are more important for providing computer access for pupils than the demographic and financial characteristics of the school districts, and that appropriate uses of computers are guided more by the leadership abilities and commitment of local school personnel than by state directives. The following specific recommendations for improving computer equity were arrived at: (1) engage in statewide planning; (2) clarify roles of computer coordinators; (3) employ building-level computer specialists; (4) reduce inequities in computer use within the district; (5) prepare teachers for computer use in the curriculum; (6) acquire financial resources and seek state-level leadership; and (7) include computers in school improvement efforts. Thirteen references are listed. (MES)

ED 285 578 IR 051 770

Dwyer, Frederick D., Ed.
Proceedings of the IBM Academic Information Systems University AEP Conference: "Tools for Learning" (2nd, San Diego, California, April 5-8, 1986).
International Business Machines Corp., Milford, CT. Academic Information Systems.
PUB DATE- Apr 86
NOTE- 679p.; For the conference agenda and abstracts of presentations, see IR 051 771.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Biological Sciences; *Computer Assisted Instruction; *Computer Graphics; *Computer Simulation; *Computer Software; Engineering; Higher Education; Humanities; Microcomputers; Physical Sciences; *Research Projects; Research Universities; Social Sciences; Statistics
IDENTIFIERS- *Advanced Education Projects (IBM)

Advanced Education Projects (AEPs) are a series of multidisciplinary, advanced experiments in educational computing supported by IBM and currently in progress at 19 leading universities. Each AEP has established a series of curricular experiments to explore the use of workstations and network technologies as part of the instructional process. The individual papers presented at this conference are grounded in five broad subject areas: (1) Social Science and Statistics; (2) Humanities and the Arts/Design; (3) Physical and Life Sciences; (4) Tools for Learning (software tools, graphics, and subject matter that crosses discipline areas); and (5) Engineering. Graphs, charts, data tables, and references are included for several reports, and indexes by presenter/author and university are provided for each section. A list of program committee members is provided, and an alphabetical listing of all of the authors and their locations is attached. This proceedings volume was originally published

containing all 82 reports on IBM's Advanced Education Projects (AEPs) given at the "Tools for Learning" conference. However, 18 papers have copyright restrictions and have not been included in the volume processed (and microfilmed) here. (KM)

ED 285 579 IR 051 771

IBM Academic Information Systems University AEP Conference: "Tools for Learning" (2nd, San Diego, California, April 5-8, 1986). Agenda and Abstracts .

International Business Machines Corp., Milford, CT. Academic Information Systems.

PUB DATE- Apr 86

NOTE- 189p.; For the proceedings of the Conference, see IR 051 770.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131)

DESCRIPTORS- Abstracts; Art Education; Biological Sciences; *Computer Assisted Instruction; *Computer Graphics; *Computer Simulation; *Computer Software; Engineering; Higher Education; Humanities; Microcomputers; Physical Sciences; *Research Projects; Research Universities; Social Sciences; Statistics

IDENTIFIERS- *Advanced Education Projects (IBM); Agendas

This agenda lists activities scheduled for the second IBM (International Business Machines) Academic Information Systems University AEP (Advanced Education Projects) Conference, which was designed to afford the universities participating in the IBM-sponsored AEPs an opportunity to demonstrate their AEP experiments in educational computing. In addition to a complete listing of events scheduled for each day of the conference, agenda contents include biographies of the guest speakers, Robert M. Williams and Raymond L. Orbach; presentation abstracts arranged according to the session at which they were presented; the conference format; and indexes by university or organization, presenter/chairperson, and presentation title. A listing of program committee members and a letter from the conference host are also provided. (KM)

The Role of the Teacher Librarian in Western Australian Government Schools. A Discussion Paper.

Western Australia Education Dept., Perth.
PUB DATE- Jun 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Educational Cooperation; *Educational Responsibility; Foreign Countries; Interschool Communication; *Learning Resources Centers; Library Administration; Library Role; *Principals; *School Libraries; Secondary Education; Teacher Role
IDENTIFIERS- *Australia (Western Australia); *Teacher Librarians

Relevant to all principals and teachers, specifically those teachers who are responsible for library resource collections, this statement is designed to outline the role of teacher librarians in government secondary schools in Western Australia and to show how their original role of resource provision and management can be extended to meet the changing patterns of teaching and learning. Terminology used in the paper is defined, and the rationale behind this definition of the role of the teacher librarian in the educational process is explained. Discussions of the process by which the teacher librarian, a staff member who functions in a teaching role with a library-related specialization, becomes a full partner in the students' experience of learning include (1) the educational and administrative components of the role of the teacher librarian; (2) the understanding and support that principals can provide to ensure the successful integration of the library resource center (LRC) program; and (3) the support that teachers can provide to meet the individual learning needs and information requirements of students. Sixteen references are provided. (KM)

ED 285 581 IR 052 053

Epstein, Susan Baerg
Sharing the Future: Statewide Automation for Maine Libraries. A Report.

SPONS. AGENCY- Maine State Library, Augusta.
PUB DATE- 86
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Library Automation; *Library Cooperation; *Library Networks; *Library Planning; Microcomputers; Online Catalogs; Online Searching; *Shared Library Resources; *State Programs; Systems Analysis
IDENTIFIERS- Document Delivery; *Maine; Retrospective Conversion (Library Catalogs)

Undertaken at the request of the Ad Hoc Statewide Automation Committee, this report provides a common understanding for Maine librarians of current library networking and how it might apply to Maine. The current status of Maine libraries and their cooperative and automation activities is summarized; resource-sharing in other states is examined; and the development of a plan for resource-sharing in Maine is discussed, including alternatives for the implementation of retrospective conversion procedures. A description of the recommended statewide network includes plans for a star network with five separate but linked automated systems, or nodes, located throughout the state, each of which would be a minicomputer-based automation center with a regional or interest-group center, and each of which would have a transparent interface with the other nodes. Discussions also include the current status and future needs for microcomputers in libraries, online reference searching, and serials and document delivery. Finally, short- and long-term priorities for the development of the network are enumerated, and plans for the future are considered. The text is supplemented with 13 figures; and appendices include (1) a discussion of the selection process that Maine should follow to improve the probability that the system(s) will meet library needs, and (2) a listing of library users of small computers in Maine. (KM)

ED 285 582 IR 052 054

Hood, Elizabeth
Trinity Library Copy Cataloging Production Standards.
PUB DATE- 18 Jan 86

NOTE- 10p.; Paper presented at the Annual Mid-Winter Meeting of the American Library Association (Chicago, IL, January 18-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Cataloging; Higher Education; *Library Administration; Library Personnel; *Library Technical Processes; *Productivity; Quotas; Recordkeeping; *Standards; Supervision
IDENTIFIERS- *Trinity University TX; Work Flow

In response to an ambitious acquisitions effort at Trinity University's Elizabeth Coates Maddux Library during 1980/81, the library's cataloging department quintupled its monographic processing output while increasing its staff only by the addition of seven permanent and two temporary support staff members. Production standards, initially established as guidelines with which to determine the need for new positions, became personal goals for copy cataloging staff and were also used as a way of measuring overall progress toward departmental goals. However, because production standards initially were established only for the copy cataloging process, backlogs developed in authorities checking, quality review, and computer input of corrections to catalog copy. As a result, major adjustments had to be made in supervision, record keeping, work flow coordination, and methods of statistical compilation. Ultimately, these changes resulted in improved record keeping, increased awareness that a book on the public shelves rather than a statistical count is the real goal, and better communication between staff and supervisors at every level. Not only have the production standards helped in the attainment and maintenance of departmental goals for production, but they have also focused attention on the need for productivity and helped streamline the entire cataloging operation. (KM)

ED 285 583 IR 052 065

Hahn, Doyne M.

Vertical File Selection Policy and Procedure Policy Manual.

PUB DATE- Feb 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Libraries; Classification; Higher Education; Information Sources; Library Circulation; Library Expenditures; *Library Material Selection; *Library Technical Processes; *Pamphlets
IDENTIFIERS- Ball State University IN; *Vertical Files; Weeding (Library)

A definition of a pamphlet and a brief discussion of user accessibility to the Bracken Library Reference Service pamphlet collection at Ball state University (Indiana), are followed by the Selection Policy's guidelines, which are designed to ensure a consistent pattern of pamphlet selection. These guidelines cover types of materials to be collected, ordering procedures, budget, suggested sources, the publisher and cost file, the source file, and weeding. The Procedures Policy then identifies the location of the vertical file; describes the vertical file cabinets, manila folders, and hanging folders; discusses the indexes to the file; and includes procedures for the classification, processing, circulation, and discharge of materials. Reproductions of four forms used in the administration of the vertical file are provided. (KM)

ED 285 584 IR 052 066

Mackenzie, Arch; And Others

A "Language Lab" for Architectural Design.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the IBM Academic Information Systems University AEP Conference (San Diego, CA, April 5-8, 1986). For the conference proceedings and agenda, see IR 051 770-771. Figures contain very small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Architectural Character; *Architectural Education; Architectural Programing; Architectural Research; *Building Design; *Computer Assisted Instruction; Computer Graphics; Computer Software; Higher Education; Instructional Effectiveness; *Teaching Methods
IDENTIFIERS- *Architectural Grammars Software; *Computer Assisted Design

This paper discusses a "language lab" strategy in which traditional studio learning may be supplemented by language lessons using computer graphics techniques to teach architectural grammar, a body of elements and principles that govern the design of buildings belonging to a particular architectural theory or style. Two methods of teaching Frank Lloyd Wright's Usonian grammar to architecture students are described, the manual method and a manual transformation exercise involving the comparison of architectural plans to identify variant and invariant aspects, and it is concluded that both methods yield partial success and partial failure. A computerized synthesis of the two methods, the Architectural Grammars software (AGS), is suggested as a drawing medium. A discussion of AGS describes its use of module-tree templates, set operators, and scripted data structures in five exercises: (1) control-animation, which presents drawing sequences in semi-animated form; (2) variant-animation, which allows a detailed investigation of plan variations; (3) continuous-drawing, which promotes a natural design discourse; (4) continuous-design, which facilitates fast, unself-conscious design decisions; and (5) design-animation, which allows students to reconstruct their own solutions as animations that can be compared directly with the prototype. The text is supplemented with 10 plates. (KM)

ED 285 585 IR 052 067

Lewin, D. R.

Interactive Graphics in CAD/CAI in Chemical Engineering.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the IBM Academic Information Systems University AEP Conference (San Diego, CA, April 5-8, 1986). For the conference proceedings and agenda, see IR 051 770-771.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemical Engineering; *Computer Assisted Instruction; *Computer Graphics; Computer Software; *Engineering Graphics; Foreign Countries; Higher Education; Man Machine Systems; *Microcomputers; Programing; Systems Development
IDENTIFIERS- *Computer Assisted Design; *Israel; Mainframe Computers

This paper describes the development of a software program which incorporates interactive graphics techniques into a teaching and research environment at the Department of Chemical Engineering, Technion, Israel, and the experience of transferring the software from mainframe to personal computer (PC) operating systems at the California Institute of Technology (Caltech). Interactive graphics and interactive optimization are discussed as the two broad process design and analysis applications that require the incorporation of interactive procedures, and the development of a process control synthesis program (ProCoSP) is described. This program features two design domains and a performance domain to meet specific research and educational requirements. A comparison of the use of the program on mainframe and PC systems indicates that the added portability and convenience achieved by opting for a PC operating environment far outweigh the potential disadvantage of reduced computational power compared to mainframe systems. Finally, guidelines are presented for other educators proposing to develop scientific programming meant for users inexperienced in operating computers, and it is concluded that ProCoSP represents progress towards the development of software that will allow the novice user to manipulate all the relevant components of a program with the greatest convenience possible. Two tables and five figures supplement the text. (KM)

ED 285 586 IR 052 068

Rohn, Peter H.

Treaties, Computers, and Undergraduates.
PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the IBM Academic Information Systems University AEP Conference (San Diego, CA, April 5-8, 1986). For the conference proceedings and agenda, see IR 051 770-771.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Databases; Higher Education; Information Retrieval; Information Storage; Information Utilization; *International Law; International Relations; Online Systems; *Teaching Methods; *Treaties; *Undergraduate Students
IDENTIFIERS- Full Text Databases; *University of Washington

This report describes the use of a research-oriented databank on international treaties in undergraduate courses in international law. Following a discussion of the study of treaties, their magnitude, and the political significance of their magnitude, the use of treaties by lawyers and political scientists is contrasted with their value to teachers and students; the development by the University of Washington of a computerized database covering approximately 5,000 treaties is summarized; and examples are provided of the use of treaty databank information to examine the structure of the international system and its temporal dynamics. In addition, a summary of methods used to incorporate treaty data in undergraduate international law courses includes using quantitative treaty data as a lecture aid, conducting simulated treaty-drafting conferences, and providing direct student access to the treaty databank via mainframe and microcomputer interaction. Finally, full-text storage and retrieval and access to English-language versions of foreign-language texts are considered as future possibilities for the databank. (KM)

ED 285 587 IR 052 070

Garner, Imogen, Comp.; And Others

Analyse and Select/Reject Information: Reading Strategies.

Western Australia Education Dept., Perth.
PUB DATE- Jul 86
NOTE- 25p.; Booklet 3 in Inquiry Process Series.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluative Thinking; Foreign Countries; Information Seeking; Learning Resources Centers; Library Instruction; Reading Material Selection; *Reading Skills; *Research Skills; School Libraries; *Teaching Methods
IDENTIFIERS- Australia (Western Australia); *Information Analysis; Information Skills; *Teacher Librarians

Because the teacher librarian has an important educational role to play in assisting students to become independent learners by applying the inquiry process to library research, this booklet has been designed to assist teacher librarians in teaching students the information skills appropriate to stage three of the inquiry process, i.e., analyzing and selecting or rejecting information. A section on reading skills defines five skills necessary for students to deal effectively with information from a variety of sources and presents strategies to enable them to identify keywords, determine the main idea in a paragraph, question while reading to establish a clear purpose for reading, and learn skimming and scanning techniques to determine what to read or what not to read. In addition, strategies are presented for the application of the reading skills at three levels: surveying the resource to determine if it is suitable; surveying the information within the resource to determine whether it is appropriate to the student's purpose and reading level; and reading the previously defined relevant sections in detail to identify the main idea and supporting details as a prelude to taking notes. (KM)

ED 285 588 IR 052 071

Redmond, Linda, Comp.
Guide to Spoken-Word Recordings: Popular Literature. No. 87-1.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

PUB DATE- Feb 87
NOTE- 25p.; Reference Circular
AVAILABLE FROM- Reference Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiodisks; *Audiotape Recordings; Audiovisual Aids; Blindness; Childrens Literature; Costs; *Fiction; *Information Sources; *Nonfiction; Nonprint Media; *Talking Books
IDENTIFIERS- National Library Services for the Blind; *Vendors

Compiled from responses to a questionnaire sent to producers and distributors of spoken-word recordings by the National Library Service (NLS) for the Blind and Physically Handicapped, this reference circular lists 53 selected sources for purchasing or renting fiction and nonfiction spoken-word recordings on disc and cassette. Subjects and types of publications covered include: full-length books of fiction; biographies; romances; mysteries; science fiction; westerns; short stories; essays; poetry; drama; bestselling cassettes that discuss timely issues or provide interviews with current personalities or authors; abridgements, adaptations, and excerpts from popular books; children's literature; and classics. Each entry includes the vendor name, address and telephone number; a brief description of available materials; media; and price range. In addition, information about recorded books available on free loan to blind and physically handicapped individuals through the NLS network of libraries serving blind and physically handicapped persons includes a selected list of 12 publications with current information about spoken-word recordings and equipment. Listings of 8 bibliographies and 15 reference circulars published by the NLS are also included. (KM)

ED 285 589 IR 052 072

Library Programs. Library Literacy Program: Abstracts of Funded Projects 1986.

Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- LP-87-400
PUB DATE- Jun 87
NOTE- 274p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Computer Assisted Instruction; *Federal Aid; Financial Support; Library Collection Development; *Library Services; *Literacy; *Literacy Education; Program Descriptions; *Public Libraries; State Libraries; Training; Tutors
IDENTIFIERS- *Library Services and Construction Act

This publication provides abstracts of the 239 literacy activities supported through projects funded under the Library Literacy Program, Title IV, of the Library Services and Construction Act (LSCA) during fiscal year 1986. The abstracts have been grouped for easy reference by type of activity. In cases where the projects cover more than one topic, they have been included under the topic that appeared to be the main emphasis of the project. Abstracts are arranged under the following topics: (1) innovative approaches; (2) targeted populations; (3) urban and rural programs; (4) librarian training; (5) tutor recruitment and training; (6) coalition building; (7) employment-oriented projects; (8) computer-assisted approaches; (9) public awareness campaigns; (10) collection development; and (11) general literacy services. The library name and address, project director, and amount of funding are provided for each project. Appendices include an analysis of fiscal year 1986 applications for funding and an index which lists the projects by state and by the library within the state. (KM)

ED 285 590 IR 052 073

McClure, Charles R.; And Others
Linking Central New York Business, Libraries, and Syracuse University for Economic Development: Feasibility of a Center for STI Transfer.
Syracuse Univ., N.Y. School of Information Studies.
SPONS. AGENCY- Central New York Library Resources Council, Syracuse.
PUB DATE- 26 Jun 87
NOTE- 168p.; The project also received funding from Gaylord Brothers, Inc., Greater Syracuse Chamber of Commerce and Niagain Mohawk Power Corporation.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Cooperative Programs; *Economic Development; Feasibility Studies; Higher Education; *Information Centers; *Information Transfer; Library Role; Questionnaires; *Regional Programs; Research and Development; School Business Relationship; *Scientific and Technical Information; Surveys
IDENTIFIERS- Business Role; *New York (Central); Syracuse University NY

This report describes a project which assessed the feasibility for the design and implementation of a Center for Scientific and Technical Information (STI) Transfer in the Central New York region, and to lay the groundwork for cooperative projects among Syracuse University (SU), Central New York libraries, regional businesses, and area governments that would strengthen the economic health of existing firms and attract new businesses into the area. Project methodology included a literature review; the gathering of data from members of the Central New York business community and from public, academic, and special library members of the Central New York Library Resources Council (CENTRO) through interviews and questionnaires; and the collection of data on SU via interviews and an inventory of current research activities. It is concluded that regional economic development can be encouraged by better access to and use of business information and STI, and it is recommended that a Center for STI Transfer be established at SU based on a "switching station" model. Appendices include the business questionnaire, the library questionnaire, a listing of selected recent SU funded research projects, and a listing of databases available from DIALOG. A 74-item bibliography is also provided. (KM)

ED 285 591 IR 052 074

Barber, Mary A., Comp.
Reference Books in Special Media: Addendum. No. 87-2.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Mar 87
NOTE- 12p.; Reference Circular. For the original circular, see ED 243 490.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiodisks; *Audiotape Cassettes; *Braille; *Large Type Materials; Liberal Arts; *Reference Materials; Visual Impairments
IDENTIFIERS- National Library Service for the Blind

Based on information contained in producers' catalogs, this publication lists 20 reference books produced in braille, 18 sound recordings of reference works available on cassettes, and 7 reference books produced in large type. For each entry, bibliographic information is given for the print edition, followed by pertinent information about the special edition and, when available, the number of volumes or cassettes is also indicated. It is noted that books for which "NLS" (National Library Service for the Blind and Physically Handicapped) is listed as a source may be borrowed on free loan by qualified residents of the United States and American citizens living abroad. Also provided are a list of all the sources cited with information on general purchase or loan arrangements used by these sources and a title index to the reference works included. (KM)

ED 285 592 IR 052 086

Alabama Public Library Service, The State Library Agency. 1986 Annual Report.

Alabama Public Library Service, Montgomery.

PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blindness; Children; *Federal Aid; Library Automation; Library Cooperation; *Library Planning; *Library Services; Physical Disabilities; *Public Libraries; Public Relations; *State Aid; State Libraries
IDENTIFIERS- *Alabama Public Library Service; *Library Development; Library Services and Construction Act

Designed to provide an overview of the range and quality of services provided by the Alabama Public Library Service (APLS), this annual report focuses on the 1986 activities of APLS; the state's public library directory and statistical report will be published separately. A discussion of the activities of the Library Development Division includes Children's Services and the 1986 Summer Reading Program; the 1986-1990 long-range plan; grants, including state aid, monies received from the State Educational Bond Issue, and Library Services and Construction Act (LSCA) Titles I, II, and III funds; scholarships awarded; and networking activities. Overviews also highlight the activities of the Operations Department; the Regional Library for the Blind and Physically Handicapped, including the regional collection, reader services, reader recruitment, the reader population, reader usage of library materials, the volunteer program, and working relationships with other organizations; the Data Processing Department; and the Public Relations Department. A listing of APLS staff members is also provided. (KM)

ED 285 593 IR 052 087

Fretwell, Gordon, Comp.
ARL Annual Salary Survey, 1986.
Association of Research Libraries, Washington, D.C.
PUB DATE- Mar 87
NOTE- 79p.; For 1985 edition, see ED 278 402.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (ARL members $15.00, nonmembers, $20.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; *Librarians; *Library Personnel; *Library Statistics; Library Surveys; Questionnaires; *Research Libraries; *Salaries
IDENTIFIERS- *Association of Research Libraries

This report presents the results of the Association of Research Libraries (ARL) 1986 survey of librarians' salaries in 33 tables. A brief introduction summarizing the most important statistical findings from the survey notes that more minority professional positions were reported in 1986, that the average salaries paid to librarians in public ARL U.S. university libraries were 0.7% higher than those paid their counterparts in privately supported institutions, and that library size and rank structure are factors in library salaries. Explanatory notes and information on survey changes since the previous year are also provided. The document is arranged in five major sections: (1) salary levels for personnel in ARL libraries; (2) median and beginning professional salaries in ARL non-university libraries; (3) average, median, and beginning professional salaries in ARL university libraries; (4) distribution of personnel and average salaries for positions in ARL university libraries, with data characterized by sex, minority status, years of experience, type of institution, size of professional staff, and geographic region; and (5) ARL Salary Survey 1986 University Library Questionnaire and Non-University Library Questionnaire. The 33 data tables are arranged in five broad categories: (1) information on all filled positions reported by 115 university and non-university libraries in this year's survey (Table 1); (2) information on ten non-university libraries (Tables 2 and 3); (3) information on 106 university general libraries in the Association (Tables 4-21); (4) information on university medical libraries (Tables 22-27); and (5) information on university law libraries (Tables 28-33). (KM)

Daval, Nicola, Comp.; Lichtenstein, Alexander, Comp.
ARL Statistics, 1985-86. A Compilation of Statistics From the One Hundred and Eighteen Members of the Association of Research Libraries.
Association of Research Libraries, Washington, D.C.

PUB DATE- 87
NOTE- 94p.; For the 1984-85 edition, see ED 278 403.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (Members, $15.00, nonmembers, $20.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Doctoral Programs; Enrollment; Higher Education; Interlibrary Loans; *Library Collections; *Library Expenditures; *Library Personnel; *Library Statistics; Library Surveys; Microforms; Questionnaires; *Research Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Rank Order

This report presents data compiled from the 118 United States and Canadian research libraries that were members of the Association of Research Libraries (ARL) during the 1985-86 fiscal year. ARL membership consists of 106 university libraries and 12 public or private, independent research libraries. Following a brief introductory summary of ARL 1985-86 expenditures and a discussion of changes in the presentation and collection of data since the previous year, data tables describe research library collections, interlibrary loans, expenditures, and staffing in fiscal 1986. Additional report sections include: an analysis of selected variables; Ph.D., faculty, and enrollment statistics; a summary of rank order tables for ARL university libraries; and rank order tables for volumes in library, volumes added (gross), current serials (total), microform holdings (total), materials expenditures, salaries and wages expenditures, other operating expenditures, total expenditures, monographs purchased (volumes), expenditures for monographs, serials purchased (titles), expenditures for serials, total items loaned, total items borrowed, professional staff, nonprofessional staff, and total staff. A copy of the ARL statistics questionnaire and footnotes are included. (KM)

ED 285 595 IR 052 089

Appavoo, Patricia J.

Athabasca University Library Comes of Age--A Case Study of Planning for and Coping With Change.

PUB DATE- Oct 86

NOTE- 16p.; Paper presented at the Off-Campus Library Services Conference (Reno, NV, October 23-24, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Campus Planning; *Financial Support; Foreign Countries; Higher Education; Library Acquisition; *Library Automation; *Library Personnel; *Library Planning; Library Services; *Relocation

IDENTIFIERS- *Athabasca University AB; Canada

This paper examines the relocation of Athabasca University, an open-access, distance education institution, from Edmonton to Athabasca, Alberta, Canada, and the effect of that move on the library. Factors that helped make the move successful are discussed, including the 5-year institutional planning process; a government grant for the purchase of materials, hiring of staff, and implementation of automated procedures in technical services; the introduction of automation for serials and cataloging; and the supportive attitude of new staff members. Two major changes resulting from the move that will affect the library's services to students include: the development of the basic undergraduate collection, which will also lead to the implementation of a bibliographic instruction program; and the acquisition of automation for the public service area, which will ultimately include the installation of an on-line public catalog and circulation system. It is concluded that, although a successful move was ensured by advance planning for relocation, the three factors of resources, technology, and staff not only helped to facilitate the move but also set the stage for the library to become more active in offering its services to students. (Author/KM)

ED 285 596 IR 052 090

Richards, Mary
Catalog Use at the University of Wisconsin-Stout: A Comparative Study.
Wisconsin Univ.-Stout, Menomonie. Library Learning Center.
PUB DATE- 25 Jun 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Card Catalogs; Comparative Analysis; Higher Education; Library Automation; Library Instruction; Man Machine Systems; *Online Catalogs; *Online Searching; *Search Strategies; *Users (Information); User Satisfaction (Information); Use Studies
IDENTIFIERS- Automated Library Information System; *University of Wisconsin Stout

This report describes a three-stage catalog use study conducted at the University of Wisconsin-Stout from 1982 through 1986 to determine the types of searches conducted and search success rates for both the card and online catalogs during the library's transition to the DataPhase Automated Library Information System (ALIS). Phase I, conducted before the introduction of online access, developed a baseline for future comparison; Phase II studied search type, search success, and use for both catalogs; and Phase III, conducted after the removal of the card catalog, concentrated on online catalog use. Data were collected by means of interviews with users for all three phases. Major findings include: (1) a majority of users performed subject searches rather than known-item searches; (2) virtually the only search types used were author, title, and subject; (3) use of the Library of Congress Subject Headings guide as part of the search strategy increased for online searchers; (4) use of online circulation information increased from Phase II to Phase III; (5) previous computer experience had no effect on users' success rates with the online catalog; and (6) Phase II users preferred the online catalog. A 16-item bibliography is provided, and 15 graphs depicting study results are appended. (KM)

ED 285 597   IR 052 091

Little, Paul
Comprehensive Literacy Training for the Local Community.
PUB DATE- Jun 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Attitudes; Community Involvement; *Community Programs; *Library Planning; Library Role; Literacy; *Literacy Education; Long Range Planning; Needs Assessment; *Program Development; *Public Libraries
IDENTIFIERS- *Oklahoma (Oklahoma City)

This report describes the Oklahoma City Metropolitan Library System's process of planning for a long-term literacy program for the metropolitan Oklahoma City/County area. The collection of data on community needs through interviews with local organizations and individuals and an extensive search of print and/or computerized information sources is noted and the findings are discussed, including the number of illiterate adults and literacy education programs in the community, and the level of interest expressed by both organizations and individuals in participating in a cooperative literacy education program. Literacy definitions and standards are also considered, including behavioral or institutional literacy, socioeconomic standards, internal or personal standards, and the maintenance of achieved skills and knowledge. Eight guiding factors are then identified for developing a community program to address literacy training. Finally, a description of the design of the local literacy project includes the decision of the library to employ a full-time adult education staff member to aid in the formation of a local coalition for literacy training; the use of 1980 U.S. Census data to develop a zip code map depicting geographic areas most likely to require literacy services; and the development of a 5-year, 3-phase plan of organization and development. Two diagrams of Oklahoma City/County areas in need of literacy training and a 42-item bibliography are included. (KM)

ED 285 598 IR 052 092

Copyright and New Technologies. Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary, House of Representatives, Ninety-Ninth Congress, First and Second Sessions on Copyrights and New Technologies (November 20, 1985, and August 7, 1986).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 87

NOTE- 361p.; Serial No. 101. Document contains small, light type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Information; Broadcast Industry; *Cable Television; *Communications Satellites; *Copyrights; *Federal Regulation; *Legal Responsibility; *Programing (Broadcast); Technological Advancement; Television Viewing

IDENTIFIERS- Congress 99th; Copyright Law 1976; *Low Power Television; Satellite Dishes; Television Access

Conducted to investigate copyright questions that have arisen from the development of new communications technologies which were not foreseen when the copyright law was rewritten in 1976, these hearings are particularly concerned with the areas of low-power television (LPTV) and satellite communications. Following session opening remarks, statements are provided from: (1) Ralph Oman, Register of Copyrights and Assistant Librarian of Congress; (2) Richard G. Hutcheson III, Community Broadcasters Association (secretary-treasurer); (3) Richard L. Brown, Satellite Television Industry Association, Inc./SPACE (general counsel); (4) Jack Valenti, Motion Picture Association of America (president); (5) Edward L. Taylor, Tempo Enterprises, Inc. (president and chief executive officer) on behalf of Southern Satellite, United Video, Inc., and Eastern Microwave, Inc.; (6) James P. Mooney, National Cable Television Association (president); and (7) Preston Padden, Association of Independent Television Stations (president). Letters are also included from: (1) Representative Robert W. Kastenmeier and Senator Charles McC. Mathias, Jr.; (2) Dorothy Schrader; and (3) Richard L. Brown. A program license agreement between Viacom Enterprises and KOKI-TV, Tulsa, Oklahoma is also included. Appendices include the text of House of Representatives Bills 3108, 5126, and 5572; House Report No. 99-615 and Public Law 99-397 relating to LPTV/copyright; materials relating to earth station/copyright provided by witnesses from the Copyright Office, the National Cable Television Association, the Satellite Television Viewing Rights Coalition, Inc., the National Association of Broadcasters, and the Association of Independent Television Stations, Inc.; and letters relating to earth station/copyright from the Honorable Timothy Wirth, Anthony Castelli, Edwin M. Durso, and Douglas A. Riggs. (KM)

Copyright Compliance Guidelines. A Resource Handbook.

Ohio Educational Library/Media Association, Columbus.; WVIZ-TV, Cleveland, Ohio.

PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Boards of Education; Computer Software; Copyrights; *Elementary Secondary Education; *Learning Resources Centers; *Legal Responsibility; *Policy; Principals; Records (Forms); Reprography; *School Libraries; Teachers
IDENTIFIERS- *Copyright Law 1976; *Ohio

Designed to assist Ohio educators with the responsibility of complying with the Copyright Revision Act of 1976, this handbook is intended to be used as a tool by library media personnel working in concert with school boards and local administrators to determine policies and procedures for compliance. Discussions include the following topics: (1) a definition of the copyright law, including Section 107--Fair Use, Section 108--Reproduction by Librarians and Archives, and Section 110--Exemptions of Certain Performances and Displays; (2) rights and responsibilities for superintendents and school boards, principals, library media coordinators/supervisors, computer coordinators/supervisors, and teachers; (3) suggested procedures for copyright compliance, including sample policy statements and statements of designation of responsibility; (4) guidelines for the reproduction or use of copyrighted materials, including material in print, music, audiovisual material, and computer software; and (5) signs, labels, and forms to be used as tools for monitoring copyright compliance. A 17-item bibliography and a listing of 6 organizations that could provide help are included. (RM)

Turner, Carol; Latta, Ann
Current Approaches to Improving Access to Government Documents.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
REPORT NO.- ISBN-0-918006-54-6
PUB DATE- Jun 87
NOTE- 49p.; An OMS Occasional Paper Produced as part of the Collaborative Research-Writing Program.
AVAILABLE FROM- Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (OP12, $15.00, pre-payment required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Access to Information; Case Studies; *Cataloging; *Depository Libraries; *Government Publications; Higher Education; Indexes; Library Catalogs; Library Surveys; Questionnaires; *Research Libraries
IDENTIFIERS- *Association of Research Libraries; Government Printing Office; MARC; Retrospective Conversion (Library Catalogs)

Based on the responses of 77 Association of Research Libraries (ARL) member libraries to a December 1986 survey of 106 ARL libraries (a 73% response rate), this report profiles the current state of bibliographic access to federal publications. Following a brief discussion of survey background and methodology, a summary of survey results indicates that the typical respondent became a depository in 1912, selects 80% of the items offered on deposit, and maintains a centralized U.S. document collection. In addition, issues and needs for bibliographic access are identified, and case studies are presented for the following approaches to access: (1) the shelflist and printed indexes (Dartmouth College); (2) traditional cataloging (Pennsylvania State University and Cornell University); (3) loading the GPO (Government Printing Office) tapes (New York State Library, the University of Florida, Rice University, and Texas A&M University); and (4) retrospective conversion (Case Western Reserve University, the University of Cincinnati, Cornell University, the University of California at Los Angeles, and the University of California at Irvine). Finally, options and recommendations are presented for future action by individual libraries and cooperative programs. A federal depository collection profile and approaches to bibliographic access to U.S. federal government publications are presented in two tables. A 12-item selected bibliography and the survey form are also provided. (KM)

ED 285 601 IR 052 095

Mulliner, K.; Lee, Hwa-Wei
Educating for International Interdependence: The Role of the Academic Library--Ohio University and Malaysia.
PUB DATE- 10 May 85
NOTE- 10p.; Paper presented at the Tun Abdul Razak Conference on Southeast Asia Studies (1st, Athens, Ohio, May 10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Asian Studies; Developing Nations; Global Approach; Higher Education; *International Cooperation; International Programs; *Internship Programs; Librarians; *Library Collections; Library Role; Resource Centers
IDENTIFIERS- Malayans; *Malaysia; *Ohio University

There is a role, and even a responsibility, for academic libraries in the United States in cooperating with students, scholars, colleagues, institutions, and governments in Third World nations. For example, the international library internship program, in which professional librarians at the middle-management level spend three to six months undertaking a personally tailored program of practical experience, addresses a real need for Malaysian librarians by providing opportunities to work with the latest in library and information technology in a library setting. In particular, Ohio University Library's Southeast Asia Collection not only affords librarians and library science faculty from Southeast Asia an opportunity to work with many of the same materials and languages they will encounter in their home institutions, but also offers valuable assistance in the exploration of the applications of technology to library services. More recently, the establishment of the Malaysian Resource Center within the Southeast Asia Collection recognizes the reality that the Southeast Asian Collection should be a primary source for anyone seeking research materials on Malaysia and represents a long-standing commitment to service beyond the immediate users at Ohio University. The Center will provide Malaysian and American students and faculty across the United States with opportunities for research and exploration. References are cited in four notes. (KM)

ED 285 602 IR 052 096

Mulliner, K.; Lee, Hwa-Wei
Funding for the Southeast Asia Collection and Research Resources at Ohio University.
PUB DATE- 21 Mar 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Asian Studies, (38th, Chicago, IL, March 21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; *Asian Studies; Corporate Support; Developing Nations; *Federal Aid; *Financial Support; Higher Education; International Cooperation; *Library Collection Development; *Resource Materials
IDENTIFIERS- Malaysia; *Ohio University

Since the establishment of Ohio University's Southeast Asian Studies program in 1967, the university library has worked to develop its Southeast Asia Collection. Following a recent loss of federal funding, the library turned to alternative sources of funding for the collection, including interim emergency funding and project grants from the university and a special allocation through the endowment for the Tun Abdul Razak Chair for Southeast Asian Studies. With so few collections offering any depth on Southeast Asia, each of the collections is de facto a national resource center. Libraries with such collections should explore various sources of funding, including their university administration; private, corporate, and foundation donors; Southeast Asian sources; other international sources; and the federal government, especially Title VI of the Higher Education Act. Other areas of concern for all Southeast Asian Collections include the ability of researchers to have access to information; the potential loss of ephemeral materials as researchers retire; and the proliferation of formats in which materials must be collected. In response to these concerns, the Southeast Asia Research Institute (SRI) is being developed at Ohio University. The acquisitions budget and funds for Ohio University's Southeast Asia Collection are presented in two graphs; references are provided; and information about the Tun Abdul Razak Chair is appended. (KM)

ED 285 603 IR 052 098

Rankin, Jocelyn A.
Georgia Interactive Network--GaIN--for Medical Information. Final Grant Report.
Mercer Univ., Macon, GA. School of Medicine.
SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 86
NOTE- 77p.
GRANT- NLM-G08-LM-04109
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Health Personnel; Higher Education; *Information Networks; Medical Education; *Medical Libraries; Medical Students; Program Development; Program Evaluation; Publicity; Questionnaires; Rural Areas; *State Programs; *User Satisfaction (Information)
IDENTIFIERS- Georgia; *Georgia Interactive Network; *Medical Information Systems

This report describes the development of the Georgia Interactive Network for Medical Information (GaIN), a project initially funded by a three-year (1983-1986) National Library of Medicine resource project grant. Designed to serve as a model network to transmit information via computer directly to health professionals, GaIN now operates through a multi-level system that connects hospitals, practice sites, and the GaIN center at the Mercer University School of Medicine (MUSM) Library. A discussion of project aims covers the establishment of a network and the introduction of services into the network, and an evaluation of the project using the Context, Input, Process, and Product (CIPP) model concludes that the project has been successful both as a prototype medical information network and as a support network for the Georgia health care system. In addition, plans for the continuation of the project are described, and the value of the project to others is considered. Also included are a 54-item project bibliography of publications, presentations, poster sessions, and announcements and short articles, as well as a GaIN calendar including monthly listings of milestones, meetings, exhibits, demonstrations, and training sessions for September 1983-August 1986. The text is supplemented with 12 statistical illustrations, and promotional materials and evaluation forms are appended. (KM)

ED 285 604 IR 052 100

Information Age Commission Act of 1986. Report to Accompany S. 786. Committee on Governmental Affairs, from the Senate 99th Congress, 2d Session.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

REPORT NO.- Senate-R-99-505
PUB DATE- 30 Sep 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Communications; *Computers; Costs; *Federal Legislation; *Information Systems; Information Technology; Privacy; Technological Advancement
IDENTIFIERS- Congress 99th; Information Age; *Information Age Commission

Submitted to Congress by Senator William V. Roth, Jr., of the Committee on Governmental Affairs, this document reports favorably on Senate Bill 786 (the Information Age Commission Act of 1986), legislation designed to establish a commission to study the impact of computer and communications systems on American society. The report provides: (1) a statement of the need for the legislation; (2) a summary of the legislation; (3) a discussion of the legislation; (4) legislative history of the bill; (5) a section-by-section analysis; (6) an evaluation of regulatory impact; (7) the estimated cost, provided in a letter from Rudolph G. Penner, Director of the Congressional Budget Office; (8) results of the vote in committee; and (9) a note on changes in existing law. (KM)

ED 285 605 IR 052 101

Gilliland, Donna
Information Skills for South Dakota Students.
South Dakota State Library, Pierre.
PUB DATE- 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Secondary Education; *Instructional Materials; *Learning Resources Centers; *Library Instruction; *Library Skills; Production Techniques; Reading Skills; Reference Materials; Research Skills; *School Libraries
IDENTIFIERS- *Information Skills; South Dakota; Vendors

Designed to help students in grades kindergarten through 12 become proficient in library and information skills, this curriculum guide emphasizes the following information skill categories: (1) orientation to the library/media center; (2) reference and research; (3) production of informational media presentations in a variety of formats; and (4) reading promotion and appreciation. General goals for teaching the four categories of library/information skills are provided, and a four-phase approach to presenting specific skills appropriate for each grade level is outlined. In addition, a scope and sequence chart for skill presentation is provided. Also included are a listing of 79 sources from which instructional materials for use in teaching information skills may be purchased and a 128-item bibliography which lists professional materials for teachers and librarians to use to supplement and enhance their methodology in teaching information skills, with emphasis on items of a practical rather than a theoretical nature. A listing of curriculum guide committee members is also included. (KM)

International Association of School Librarianship 1986 Annual Conference Proceedings (15th, Halifax, Nova Scotia, Canada, July 27-August 1, 1986).

International Association of School Librarianship, Kalamazoo, Mich.

PUB DATE- 86
NOTE- 402p.
AVAILABLE FROM- International Association of School Librarianship, P.O. Box 1486, Kalamazoo, MI 49005 ($18.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; Community Relations; Developed Nations; Developing Nations; Elementary Secondary Education; International Organizations; *Learning Resources Centers; Library Cooperation; *Library Services; *School Libraries; Teachers; Volunteers
IDENTIFIERS- *Canada; *International Association of School Librarianship

Following the text of a pre-conference paper entitled "The School Library Picture in Nova Scotia--One Part of the Canadian Scene," by Shirley Coulter, various International Association of School Librarianship (IASL) conference activities are summarized, and the conference program is presented, together with opening remarks by Thomas J. McInnis, Minister of Education for the Province of Nova Scotia. In addition, the full text is provided for 16 papers presented at the conference, and handouts, outlines, and/or summaries are included for 8 other conference presentations. Aspects of school librarianship discussed in the papers and presentations include the school library and the community, student/teacher/librarian cooperation, reading programs, children's literature, resources for rural schools, volunteers in the school, school/public library cooperation, library resources, museums, school media aides, library networks, teaching library skills, and multicultural education. Also included are the 1986 IASL general meeting agenda and minutes; the 1985/86 president's report, the treasurer's report and proposed budget for 1986/87; a statement on apartheid; and the IASL bylaws. A resolution of thanks presented by Mary Ann Paulin and acknowledgements from the IASL chairperson conclude the proceedings. (KM)

ED 285 607 IR 052 103

Black, William K.
Job Analysis in ARL Libraries. SPEC Kit 135.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Jun 87
NOTE- 113p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, System and Procedures Exchange Center, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (members $10.00, nonmembers $20.00, prepayment is required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Administrative Organization; *Job Analysis; *Library Personnel; Library Surveys; *Occupational Information; Personnel Data; Program Descriptions; Questionnaires; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

This Systems and Procedures Exchange Center (SPEC) kit is based on information from 22 of the 71 Association of Research Libraries (ARL) member libraries that responded to a 1986 survey of 91 ARL academic libraries concerning the analysis of professional and non-professional positions, and on information collected from 17 additional libraries that were contacted by letter and telephone during 1986. The 22 libraries selected for analysis reported that positions had been looked at within the past three to four years. A concise summary considers changing staff roles, the use of job analysis, job analysis projects, and future considerations. In addition, a tabulation of survey results is presented, and the following original documents are included: (1) examples of information gathering materials from Boston University, Brigham Young University, and the University of Michigan; (2) program descriptions from Brown University, Columbia University, the University of Kentucky, Michigan State University, and the University of Michigan; and (3) position classifications from the University of British Columbia, Brown University, Columbia University, and the University of Pennsylvania. A seven-item bibliography and SPEC order and evaluation forms are also provided. (KM)

ED 285 608 IR 052 104

Appavoo, Patricia J.
Library and Information Access in Distance Education: The Role of Technology.
PUB DATE- Aug 85
NOTE- 12p.; Paper presented at the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 13-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Access to Information; Copyrights; *Distance Education; Electronic Publishing; Higher Education; *Library Instruction; Online Catalogs; *Reference Services; Technological Advancement; Videodisks; Videotape Cassettes
IDENTIFIERS- *Athabasca University AB; *Document Delivery

Libraries in distance education universities such as Athabasca University in Alberta, Canada, are faced with special difficulties when seeking ways to reach out to their students to expand their understanding of libraries as information sources and provide them with the skills to tap library and other information sources. However, developments in communications and computer technology appear to provide some answers to the problem of bridging the distance gap in the areas of bibliographic instruction, reference and information services, and document delivery. For example, video technology in the form of cassettes or discs would seem to offer the most viable means of bibliographic instruction at the present time. Possibilities for reference and information services include access to the library's online public access catalog (OPAC) via the student's home or office microcomputer or through regional offices and cooperating institutions. The provision of information services via telefacsimile and electronic publishing is a further consideration, but impediments to the use of this option may exist in the forms of copyright issues, accessibility problems, and expense. Nevertheless, the electronic library is the natural form for distance education library services, and it is important to begin to prepare the groundwork for the use of new technological applications in library services. (Author/KM)

ED 285 609 JC 870 373

A Descriptive Analysis of the Community College Liberal Arts Curriculum. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 6p.
CONTRACT- 400-86-0051
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Curriculum; Community Colleges; *Courses; Curriculum Research; Educational Trends; Humanities; *Liberal Arts; National Surveys; Sciences; Social Sciences; Two Year Colleges
IDENTIFIERS- ERIC Digests

In spring 1986, the Center for the Study of Community Colleges analyzed the class schedules of 95 randomly selected two-year colleges to determine the types of liberal arts courses offered by the colleges and to spot changes in the curriculum over the past 11 years. Study findings included the following: (1) the humanities made up 48% of the total liberal arts curriculum, with English composition representing the greatest number of class sections; (2) the sciences made up 43% of all liberal arts class sections, while the social sciences made up only 8%; (3) English, mathematics, history, biology, chemistry, psychology, economics, and sociology were offered at 90% or more of the colleges; (4) over the past 11 years, the liberal arts curriculum has remained fairly stable, though in mathematics the number of courses for specific majors (e.g., "Mathematics for Business") decreased while the number of computer science courses increased; (5) English as a Second Language courses accounted for 30% of all foreign language classes in 1978 and 43% in 1986; and (6) the liberal arts curriculum was characterized by an abundance of introductory survey courses and a relatively small number of more advanced courses. (AYC)

ED 285 610 JC 870 378

A Compendium of Postsecondary Programs That Serve Special Needs Populations Targeted by the Carl D. Perkins Vocational Education Act.

State Univ. of New York, Albany. Two Year Coll. Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.

PUB DATE- 87

NOTE- 127p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; *Adult Programs; Community Colleges; Disabilities; *Displaced Homemakers; *Educationally Disadvantaged; Employment Programs; Federal Aid; Nontraditional Occupations; Retraining; State Surveys; *Student Personnel Services; Two Year Colleges; Two Year College Students; *Vocational Education

IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *New York

A project was undertaken by the Two-Year College Development Center to identify programmatic efforts in New York State two-year colleges that were effectively serving special needs populations and were due, in some measure, to the Carl D. Perkins Vocational Education Act. The project involved a survey of the chief academic officers at 62 State University, City University of New York, and independent two-year colleges. Study findings, based on responses from 65.5% of the officers, representing 102 programs, included the following: (1) 39 programs served the population broadly defined as disadvantaged, including support services which were usually defined as advisement, counseling, or other outreach services to specific groups that can profit from extra assistance in accessing college offerings and instructional programs designed specifically for disadvantaged groups; (2) 21 programs served adults in need of training or retraining; (3) 20 programs focused on single parents/homemakers and the reduction of gender-related bias; (4) of the 19 programs that addressed the needs of disabled students, 7 specifically targeted the learning disabled; (4) the most frequently reported outcome of the projects was increased college enrollment, followed by staff expansion and increased computer capability. The bulk of the document consists of brief descriptions of programs and services that were reported as being successful. The entries include identification of program title and college, contact person's name, address, and telephone number, and a brief description. (EJV)

ED 285 611 JC 870 381

Novak, Virginia E.
Follow-Up of 1985 Graduates. Research Report Number 47.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- Aug 87
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

A study was conducted at Howard Community College (HCC) to provide descriptive data, including demographic characteristics, on all 1984-85 HCC graduates, and to gather information on their employment and transfer status and satisfaction with HCC six months after graduation. Study findings, based on responses from 152 of the 252 graduates, included the following: (1) demographically, the composition of graduates was 59% female and 19% minority, with a median age of 28 years; (2) the most common reasons given for enrolling at HCC continued to be convenient location, programs offered, and low tuition; (3) upon entering HCC, 82% of all graduates intended to pursue a degree, while the others came to take a course; (4) the HCC graduates who had transferred to other institutions and those who were employed full-time reported a very high level of satisfaction with their preparation at HCC; (5) of the 39% of the students whose goal in attending HCC was to prepare for employment, 87% had jobs 6 months after graduating; (6) 94% of the working graduates were employed in Maryland, including 44% who were working in Howard County; and (7) 97% of the transfer students were satisfied with their preparation at HCC, with 84% reporting a grade point average of 2.5 or better at the transfer school. Data is displayed by means of 27 charts. The survey instrument is appended. (EJV)

ED 285 612 JC 870 382

Allan, Beverly; And Others

Postsecondary Plans of 1987 High School Graduates in the J. Sergeant Reynolds Community College Service Area.

J. Sargeant Reynolds Community Coll., Richmond, VA. Office of Educational Planning and Research.

PUB DATE- Sep 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Attendance; *College Bound Students; *College Choice; Community Colleges; High Schools; *High School Seniors; *Noncollege Bound Students; Questionnaires; School Surveys; *Student Educational Objectives; Two Year Colleges

As a part of its academic planning process, every two years J. Sargeant Reynolds Community College (JSRCC) assesses the postsecondary plans of the seniors in the local public high schools. Seniors are asked whether they intend to attend a two-year or four-year college initially, and those planning to enroll at JSRCC are asked to identify the campus of their choice. The surveys also gather information regarding student interests in specific curricula and their plans regarding college transfer programs or immediate employment upon college graduation. In Fall 1986 the total senior class enrollment for participating schools was 4,831, and the March 1987 survey focused on a sample of 15% of the seniors at each high school in JSRCC's service area. Responses revealed the following: (1) there were 163 more seniors enrolled in the 18 area public high schools in fall 1986 than 2 years earlier, a gain of nearly 4% in the senior population; (2) the percent of seniors planning to attend college after high school was 7% greater in 1987 than in 1985, and 4% higher than 1983; (3) 31.2% of the seniors were were planning to attend a two-year college, 48.4% a four-year college, and 18.5% were not planning to go to college; (4) when the seniors planning to attend a two-year college were asked about their choice of campus, 47.5% said they were planning to attend JSRCC, 42.5% said they might attend JSRCC, and 10% said they would not attend JSRCC; (5) a slightly greater percentage of students in 1987 were interested in seeking employment immediately after graduation from a two-year college than two years previously. The survey instrument is appended. (EJV)

ED 285 613 JC 870 384

Boal, Steve
Vocational Education Research Report on Postsecondary Student and Employer Follow-Up: 1986 Survey.
Iowa State Dept. of Education, Des Moines.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- CE-87-R2
PUB DATE- May 87
NOTE- 262p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Education Work Relationship; *Employer Attitudes; *Employment Patterns; Followup Studies; Majors (Students); *Outcomes of Education; *Participant Satisfaction; Postsecondary Education; Questionnaires; State Surveys; Vocational Followup
IDENTIFIERS- *Iowa

A study was conducted by the Iowa State Department of Education to gather follow-up data on former students who completed employment-preparation programs at one of the 15 community colleges in Iowa during 1984-85. Study findings, based on college data and responses from 1,091 of a sample of 3,676 program completers and 444 of 583 employers of former students, included the following: (1) the total number of completers of vocational programs statewide for the participating community colleges was 10,122; (2) 5,404 or 54.4% of the total were reported as currently employed; (3) of the currently employed completers, 4,879 (90.3%) were employed in an occupation related to their program of instruction, while only 525 (9.7%) were employed in an unrelated area; (4) 4,356 (81.6%) of the employed completers were currently employed in Iowa, while 18.4% were employed out of state; (5) the average weekly wage for completers employed in a field related to their program of instruction was $220.84 ($5.52 per hour); (6) 5.2% of the former students were pursuing additional education; 6.7% were not employed, but were actively seeking employment; and 1.6% were not in the labor market; (7) 74% of the respondents indicated that the vocational instruction they had received was of "some" to "major" importance in obtaining employment; and (8) over 80% of the employers of the program completers rated them as "good" or "very good" in terms of technical knowledge, work attitudes, and work quality. The bulk of the report consists of detailed data tables. Appendices include information on Iowa's Common Data System and sample survey instruments. (EJV)

ED 285 614 JC 870 385

Weiner, Joy; And Others

The Peralta Community College District: A Profile of Educational Needs.

Peralta Community Coll. District, Oakland, CA. Office of Research, Planning and Development.
PUB DATE- May 87
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; Community Attitudes; Community Colleges; Community Surveys; *Educational Needs; *High School Seniors; Needs Assessment; Participant Satisfaction; Part Time Students; Questionnaires; School Surveys; Student Attitudes; Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

A study was conducted in the the Peralta Community College District (PCCD) to determine how high school seniors, current PCCD students, community residents, and PCCD part-time students perceived their educational needs. Surveys were conducted to gather information regarding: (1) high school seniors' educational plans upon graduation from high school, future career plans, name recognition of the PCCD and its colleges, media influences, and demographic characteristics; (2) current PCCD students' evaluation of the PCCD colleges, evaluation of instructional programs and support services, enrollment status, and demographic characteristics; (3) community residents' ability to recognize the names of the PCCD, its colleges, and other east bay colleges; evaluation of the PCCD colleges and other east bay colleges; future plans for enrolling in the PCCD; college subject interests; media influences; and demographic characteristics; and (4) part-time students' scheduling and class location preferences, reasons for enrolling in an additional class, subject area interests, and demographic characteristics. The study report includes the instruments and results for all four surveys, along with with details on each survey's background, method, and sample designs. (EJV)

Feldman, Marvin
Faculty Remarks.
Fashion Inst. of Tech., New York, N.Y.
PUB DATE- 24 Aug 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; Community Colleges; *Contracts; Educational History; *Faculty College Relationship; *Labor Relations; *Negotiation Agreements; Two Year Colleges
IDENTIFIERS- *Fashion Institute of Technology NY

A discussion is provided of the Fashion Institute of Technology's (FIT's) new faculty contract and its implications for the college. First, the paper traces the history of union-management negotiations. After looking at the bitter relationship that restricted faculty growth, development, and morale in the 1970s, the paper describes the "contract of 1973" which acknowledged all of the issues that divided the institution and made a clear effort to emancipate the faculty completely from authoritarian control and place responsibility for the success of FIT on the shoulders of the faculty and staff. This section explores the hopes placed in the "contract of 1973" as well as its limitations. Next, the paper discusses the changed nature of the contract negotiations that took place in 1986, which became a responsible imaginative effort to solve mutual problems mutually. The paper then takes a summary look at the long troubled history of labor-management relations, drawing parallels between FIT and the broader labor-management context. Finally, it is concluded that the FIT agreement weakens neither the union, nor management, but strengthens both through the union's acceptance of a larger role in the management of the institution and management's broadening of its intelligence system and network of opinion. (EJV)

ED 285 616 JC 870 387

Cohen, Arthur

Art Education in Community Colleges.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Art Education; Community Colleges; Courses; *Fine Arts; Majors (Students); National Surveys; *Student Characteristics; Student Educational Objectives; Theater Arts; Two Year Colleges; *Two Year College Students; Visual Arts

Art education in the community colleges of America is much like art education in the comprehensive four-year colleges and universities, that is, important and enduring, but not central to institutional mission. Many students taking the classes in handicrafts, painting and drawing, design, and graphics intend to make careers in the arts. Others take these classes as college electives. A sizable minority attend for their own personal interest as a way of gaining access to the staff and facilities. A national study conducted by the Center for the Study of Community Colleges involved a survey of students enrolled in arts classes at 78 community colleges and a count of the arts classes offered in 109 randomly selected community colleges. It was found that the curriculum in the arts was still dominated by music and the visual arts, each accounting for 43% of the enrollment. Around 4% of the enrollment in the community colleges in any one term was in the arts. The students reported a high degree of satisfaction with the art courses and, compared with students in other curriculums, much greater gains toward self-confidence, respect for other people, openness toward new ideas, employable skills, and awareness of alternatives in education and work. Whether the state should reimburse the colleges for the students who take art classes repeatedly without making progress toward completing a program is a continuing policy issue. (Author/EJV)

ED 285 617 JC 870 389

A Program-Based Funding Model for the California Community Colleges: A Report to the Chancellor.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Jun 87
NOTE- 89p.; Report submitted by the Task Force on Community College Financing. For a related document, see ED 284 621.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Finance; *Finance Reform; *Financial Policy; *Financial Support; Models; Policy Formation; *Program Budgeting; Resource Allocation; State Standards; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

A program-based funding model is presented for the California community colleges, using five major categories of programs and services (i.e., instruction, instructional services and libraries, student services, maintenance and operations, and institutional support). Following an executive summary, section I of the report deals with the need for community college finance reform, discussing the deficiencies of the existing funding system, the search for a new approach, and the formation and work of the Task Force on Community College Financing Reform. The principles of community college finance are examined in section II. Section III presents the program-based funding model, covering program categories, definitions of workload measures, funding standards, and determination of allocations. Section IV focuses on the implementation of program-based funding, including material on program improvement, cost of living adjustments, equalization, guaranteed revenues, growth and decline, phasing in implementation, and responsibilities for implementation and change. Section V offers a simulation of the consequences of program-based funding, looking at data sources, the fiscal impact of adopting the proposed standards, and the costs of guaranteed revenue provisions. Finally, section VI reviews the tasks that must be accomplished before implementation would be feasible. Appendices include standards, small college and district adjustment factors, a list of task force members, a glossary of terms, relevant legislation, and minority opinions. (EJV)

ED 285 618 JC 870 390

Martin, William J.
British Isles Field Experience: An Initiative in International Education.
Williamsport Area Community Coll., Pa.

PUB DATE- Nov 86
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Community Colleges; *Cultural Activities; Cultural Awareness; *Faculty Development; *Field Experience Programs; Program Descriptions; Program Effectiveness; *Travel; Two Year Colleges

The British Isles Field Experience (BIFE) program was initiated at Williamsport Area Community College (WACC) to provide a group of WACC faculty and staff members with individual and group activities of a personal, professional, and cultural nature in order to promote an international perspective that can be infused into student, collegiate, and community contacts. Specific group and individual objectives included: (1) consumating a formal relationship with a technical college in the British Isles; (2) serving as a focal point for all college activities in the area of international education; and (3) developing a familiarity with other cultures and a motivation for generating international educational experiences within the college. This report chronicles the BIFE project's development, implementation, and results, as well as its impact on WACC's international program and staff development. Part I provides information on the project development. Part II presents the individual action plans developed by the participants. Part III is a field journal providing daily notes from the field experience. Part IV offers follow-up on how the participants incorporated their experiences into their teaching. Appendices include letters to corporate program sponsors, and a field itinerary. (EJV)

ED 285 619 JC 870 391

Vaughn, George B.
Pursuing the American Dream: A History of the Development of the Virginia Community College System.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- May 87

NOTE- 116p.; Foreword by Johnas F. Hockaday. Also contains "An Overview of the System in 1987," by Don Puyear.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Assessment; *Educational History; *Educational Legislation; Educational Objectives; Educational Philosophy; Policy Formation; State Action; State Legislation; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Virginia

This history of the development of the Virginia Community College System, with its 23 community colleges and central office, explores how a broadened base of higher education was accomplished through an evolutionary process and shows that certain people in the state advocated some sort of broadening long before the actual development of the community colleges. After introductory material, part I presents some philosophical and practical underpinnings for broadening the base of higher education in Virgina. Part II focuses on the work of policymakers and researchers that established the need for more post-high school education in Virginia. Part III traces the development of Virginia's system of technical colleges. Part IV highlights the work of legislators and other policymakers in laying the foundation for a statewide system of community colleges. Part V looks at the development of the community college system as part of the movement toward the democratization of post-high school education in the state. After concluding comments in part VI, an overview of the current status of the community college system in 1987 contributed by Don Puyear is presented, focusing on the organization of the system; the role and status of the state board for community colleges, the chancellor, the community college president, and the system office; the original master plan; accreditation; mission; educational program goals; enrollment; tuition; budgeting and resource distribution; foundations and development activities; the role of internal advisory groups in system governance; the Virginia Community Colleges Association; and matters receiving special consideration in 1987. (EJV)

ED 285 620 JC 870 392

Access to Quality Undergraduate Education in the Two-Year College: A Report to the Southern Regional Education Board by Its Commission for Educational Quality.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 87
NOTE- 24p.; For an earlier report, see ED 260 662.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Community Colleges; Educational Improvement; *Educational Quality; Higher Education; High Schools; Intercollegiate Cooperation; Program Effectiveness; Program Evaluation; *Student Placement; *Two Year Colleges; *Undergraduate Study

A series of recommendations is presented by the Southern Regional Education Board to suggest specific ways that two-year colleges can better serve their students. Introductory sections discuss the importance of two-year colleges within higher education; problems facing undergraduate education (e.g., undergraduate study and degrees lack meaning, the "quality gap" between selective and less selective institutions has widened over the past few years, and the effects of open admissions have not been addressed squarely); and the need for stronger placement policies for students entering college. Next, 24 recommendations are presented in the areas of: (1) student assessment and placement in associate degree programs; (2) the establishment of linkages between two-year colleges and high schools through a joint coordinating structure; (3) the effectiveness of programs in the two-year colleges; (4) the improvement of undergraduate education for the transfer student; (5) the strengthening of collaboration and communication between faculty from two-year colleges and senior institutions; and (6) the improvement of cooperation between two- and four-year colleges. (EJV)

Walters, Lex D.
$ = +; The Margin of Excellence.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Educational Finance; Financial Problems; Financial Support; *Fund Raising; Models; *Philanthropic Foundations; *Private Financial Support; Two Year Colleges

Given the trend toward declining revenues from traditional funding sources, finding the dollars needed to operate a college is today's major challenge for educational leaders. One financial area that provides fertile ground for many two-year college leaders is the effective use of foundations and private sector fund raising. The approach to private philanthropy most commonly used by educational institutions is the incorporated foundation. As the college's tax exempt charitable arm, the foundation provides an avenue for the proper transfer of resources contributed to the college while assuring donors that their gifts are tax deductible. The "three-legged stool" model, which is practiced widely among college fund raisers, would seem to provide a structure covering the critical elements of the total development program. The model encompasses three components: (1) the annual fund program, which provides a means through which all of the college constituents, including alumni, parents, faculty and staff, and friends, can participate in its support; (2) a major gifts campaign, which is intended to secure large donations from a select number of donors who have the ability to make significant gifts; and (3) planned giving, which includes simple bequests, life income trusts, insurance policies, pooled income funds, and a variety of other arrangements. Though the new tax legislation has raised a number of concerns for charitable groups, most donors give for reasons other than tax advantage and their real motives are the ones which will ultimately make a difference. (EJV)

ED 285 622 JC 870 394

Chalfoun, Eileen
Off-Campus Library Services: Community College of Vermont.
PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Off-Campus Library Services Conference (Reno, NV, October 23-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Uses in Education; Cooperative Programs; Educational Technology; *Information Technology; *Library Services; *Noncampus Colleges; *Outreach Programs; Shared Resources and Services; *Telecommunications; Two Year Colleges
IDENTIFIERS- *Community College of Vermont

The Community College of Vermont (CCV) does not have a campus library, but supports its programs with library services offered at 12 different sites within the state. The 12 sites, which were begun in spring 1985, each have a 500-volume non-circulating reference collection, with a special emphasis on business and human services materials to match program needs. Specialized collections in such areas as adult education, science, fine arts, Vermont history, sign language, cultural anthropology, and psychology, are circulated on a rotating basis among sites. The site libraries serve as research skills laboratories, helping students to begin their research by becoming familiar with reference materials, the card catalog, and various indexes. The college provides direct reference service to a community of students and instructors scattered throughout the state via a Wide Area Telecommunications Service (WATS) line installed into the office of CCV's library coordinator. Each of the site offices is equipped with the hardware and software to access the Instructional Resource and Information System (IRIS), a newly developed computer program designed to assist CCV instructors in sharing successful and exciting teaching techniques, classroom materials, exercises, books, videos, films, journal articles, and guest speakers. It is no easy task to provide library services to students in a non-campus setting. CCV relies heavily on telecommunications, computers, and cooperation with other libraries and institutions to accomplish this task. (EJV)

ED 285 623 JC 870 395

Mercade, Jose A.
Development of Administrative Policies Covering Study-Abroad Courses at Glendale Community College.
Glendale Community Coll., CA.

PUB DATE- 15 Sep 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; Guidelines; *Policy Formation; *School Policy; *Study Abroad; Teacher Role; *Travel; Two Year Colleges

Glendale Community College (GCC) has experienced an expansion of study-abroad courses and is contemplating increasing the offerings still further. When the courses were few in number, little college supervision was exercised over the logistical arrangements, the courses were approved as part of the regular curriculum, and the individual instructor was left to his/her own devices in procuring the services of a travel contractor. Even though the courses went through the academic approval process, the district did not have a set of guidelines governing study-abroad courses that could cover their business and logistical aspects. In order to address such issues as liability insurance, faculty accountability for funds, and methods of student payment, a study of pertinent policy documents governing study-abroad courses in other California community colleges was conducted and key administrative personnel at GCC were interviewed for ideas and concerns regarding this area of the college's curriculum. The study found that: (1) specific policy guidelines existed both at the state and local levels; (2) no coherent set of administrative regulations existed at the college to cover study-abroad courses; and (3) no contractual arrangements existed at GCC for the provision of logistical services to study-abroad courses. The study report includes a set of proposed administrative guidelines and a proposed travel services contract. (Author/EJV)

ED 285 624 JC 870 396

Mercade, Jose A.
Funding and Administrative Coordination of the Baja Field Studies Program at Glendale Community College during the Years 1974 to 1983: A Historical Investigation.
Glendale Community Coll., CA.
PUB DATE- 10 Dec 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Field Experience Programs; Financial Support; Interdisciplinary Approach; Marine Biology; *Program Administration; *Program Costs; Program Descriptions; *Program Development; *Study Abroad; Two Year Colleges

Glendale Community College's (GCC's) Baja Field Studies Program began in 1974 as a faculty-initiated overseas field program in marine biology and developed into a college-wide, interdisciplinary program offering different courses under the leadership of a program coordinator. As changes in funding and administration took place due to the altered condition of the program, it became necessary to determine the historical context of the growth of the program and the manner in which funding and coordination evolved. A search and review of primary sources at the college, along with personal interviews, yielded data on the program's growth and development. This report presents the results of the historical investigation on a year-to-year basis from school year 1973-74 through school year 1982-83. Tables showing program expenditures by year, district funds covering equipment/supplies and instructors' salaries, and student enrollment in all Baja courses per school year are included. Drawing from the study, recommendations are presented to continue the position of program coordinator, to centralize the deposit and accounting of all student-generated funds for the program into one account, to develop contracts with providers of services, and to conduct further research on faculty concerns. Appendices include a list of courses offered in Baja California from 1974 to 1983 showing term offered and class titles, and a copy of the official college description of all courses offered in Baja California during the period. (Author/EJV)

ED 285 625 JC 870 397

Pankratz, David
Project BEST Program and Curriculum Review: Bilingual Vocational Training in Heating, Refrigeration and Air Conditioning for Limited English Proficiency Students.
Oakton Community Coll., Des Plaines, IL.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 87
NOTE- 113p.; For related documents, see ED 284 625 and JC 870 398.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; Air Conditioning; *Bilingual Education Programs; Community Colleges; Continuing Education; Curriculum Design; *Employment Programs; Heating; Job Placement; Job Search Methods; *Job Training; Limited English Speaking; Refrigeration; Student Personnel Services; Two Year Colleges; *Vocational English (Second Language)

A description is provided of Project BEST (Building Energy Systems Technology), bilingual vocational training program offered to speakers of Spanish and Polish through Oakton College's adult continuing education program. Part I of the report provides a program overview, indicating that Project BEST teaches limited English proficient students the basics of heating, refrigeration, and air conditioning in order to enable graduates to obtain entry-level jobs in the field. Introductory material stresses that, in addition to practical hands-on training, students receive intensive job-specific Vocational English as a Second Language (VESL) instruction, as well as support services such as bilingual tutoring, personal counseling, and help in finding and retaining a job. This section includes information on program specifications, recruitment and screening of students, student orientation to training, descriptions of the VESL and vocational components of the training, coordination of VESL and vocational components, job development services, counseling services, and evaluation. Part II offers a curriculum overview, covering curriculum goals, curriculum modification, rationale for competency-based curriculum, instructional format and techniques, vocational competencies, VESL competencies, and job finding/keeping competencies. (EJV)

ED 285 626 JC 870 398

Herman, Barbara; Pankratz, David
Project BEST Vocational English as a Second Language Curriculum: Communication Skills in Training and Employment in Heating, Refrigeration, and Air Conditioning.
Oakton Community Coll., Des Plaines, IL.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 87
NOTE- 140p.; For related documents, see ED 284 625 and JC 870 397.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; Air Conditioning; *Bilingual Education Programs; College Curriculum; Community Colleges; Continuing Education; *Employment Programs; Heating; Instructional Materials; Job Placement; Job Search Methods; *Job Training; Limited English Speaking; Polish; Program Evaluation; Refrigeration; Student Personnel Services; Two Year Colleges; *Vocational English (Second Language)

Information is provided on the Vocational English as a Second Language (VESL) component of Oakton Community College's Project BEST (Building Energy Systems Technology), a bilingual vocational training program designed to teach limited English proficient students of Polish or Hispanic origin the basics of heating, refrigeration, and air conditioning in order to enable graduates to obtain entry-level jobs in the field. After part I describes Project BEST, part II provides a description of the VESL component of the program, highlighting its emphasis on spoken, job-related English. Part III offers suggestions and warns of pitfalls in incorporating technical English into instruction, while part IV provides an overview of the VESL curriculum, which focuses on the grammatical forms that students would be most likely to use on the job. Part V describes the program's VESL competency list and sheets, while part VI offers a profile of the students and details their progress. Part VII offers a curriculum and program evaluation. The final sections contain the Project BEST Vocational Competency List, part I, part II provides a the Project BEST VESL

Competency List, VESL competency sheets and instructional materials, quizzes, and a bibliography. (EJV)

ED 285 627 JC 870 400

Nespoli, Lawrence A.

The Improvement of Occupational Education in Maryland: A Progress Report, Fiscal Year 1987.

Maryland State Board for Community Colleges, Annapolis.

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

PUB DATE- Sep 87

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Community Colleges; Cooperative Planning; Data Analysis; Data Collection; Educational Quality; *Evaluation Methods; *Followup Studies; Institutional Cooperation; Program Evaluation; Quality Control; *Statewide Planning; *Technical Education; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Maryland

An examination is presented of the progress of Maryland's Joint Coordinating Committee for Occupational Education Programs in developing a systematic procedure for the evaluation of the quality of occupational programs in Maryland's community colleges. After presenting the 1976 resolution which established the joint committee, the fiscal year 1987 project summary is provided. The summary presents procedures and results for the following objectives: (1) to gather and report statewide data on credit enrollment, degree recipients, graduate follow-up, leaver (entrant) follow-up, employer follow-up, discipline cost analysis, continuing education data system, and program inventory; (2) to run the State Board for Community Colleges Program Data Monitoring System (PDMS) and review each of the career programs by June 15, 1987; and (3) to publish an in-depth evaluation of 50 community college programs and a statewide evaluation of paralegal programs. Tables identify the program areas designated for evaluation between 1978 and 1986 and the programs designated for qualitative evaluation in 1986 and the reasons they were selected. Guides for using the PDMS and for using information to support instructional program evaluation are appended. (EJV)

ED 285 628 JC 870 401

Charles, Richard F.
A Study of California Community College Career Centers, 1987.
Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.
PUB DATE- 10 Sep 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Counseling; *Career Guidance; Community Colleges; Computer Uses in Education; Counselors; *Guidance Centers; *Job Placement; Program Costs; State Surveys; Two Year Colleges
IDENTIFIERS- *California; *Career Centers

Designed for staff working in community college career centers, this report provides a practical and concise set of references on California community college career centers. The information presented in the report was collected in spring and summer 1987 through a formal questionnaire survey, on-site visitations throughout the state, and a review of literature on careers. Following introductory material on the study, the report offers an item analysis of the survey indicating that: (1) 94% of the career services were under student services divisions; (2) the average number of full-time equivalent classified staff directly involved in the career centers was two; (3) the average expenditure for a career center by the colleges was $49,109; (4) budget and staffing were listed as the main problems experienced by the program, followed by location; (5) 73% of the respondents used computers for providing information to students, including 21 who used Eureka, 8 who used Discovery, and 5 who used Sigi; and (6) 89% of the responding colleges said they offered classes in career life planning. Next, the report lists the campuses offering career life planning courses, career seminars and workshops, self-paced/individualized programs, career counseling, job placement, a career resource library, special programs, and computerized career programs, along with contact people for each course. Finally, conclusions and recommendations are provided. A list of respondents is attached. (EJV)

ED 285 629 JC 870 402

Barshis, Don
Developmental Education at the City Colleges of Chicago: A Systems Response.
PUB DATE- 84
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; *Developmental Studies Programs; Enrollment; Multicampus Colleges; Program Administration; Program Descriptions; *Program Development; Program Evaluation; *Remedial Instruction; Student Evaluation; Student Personnel Services; Student Placement; *Systems Approach; Two Year Colleges
IDENTIFIERS- *City Colleges of Chicago IL

This assessment of the developmental education program at the City Colleges of Chicago (CCC) was conducted by the CCC's Center for the Improvement of Teaching and Learning (CITL). Part 1 describes the evolution of developmental programs in the CCC, focusing on the success of Loop College's Individual Needs Program in the 1970s, the decision to launch a systemwide developmental program in 1981, and the process used to develop and fine tune the program over the following several semesters. Part 2 presents recommendations developed by the seven coordinators of the remedial/developmental program on the CCC campuses in the areas of assessment and placement practices, curriculum and student programs, faculty selection, tutoring and other academic supports, and program management. Part 3 includes a brief review of the developmental programs on each of the seven campuses, followed by a CITL analysis of program components with recommendations for improvement in the coming academic year. Appendices provide: (1) a follow-up report on the remedial program at Wilbur Wright College, fall 1981 to fall 1983; (2) recommendations for remedial program development for the fall 1982 semester; (3) a CITL memo regarding remedial block programming; (4) CITL guidelines for the developmental education program in 1983; (5) a data collection form for the campuses to use in recording significant program information; and (6) sample promotional materials from Loop College. (HB)

ED 285 630 JC 870 403

Carter, Meredith L.
An Analysis of Skills and Knowledge Needed by Firms in the Indianapolis, Indiana MSA.
PUB DATE- 87
NOTE- 104p.; Thesis, Economic Development Institute, University of Oklahoma.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Surveys; *Educational Needs; *Employer Attitudes; *Employment Projections; *Employment Qualifications; Entry Workers; *Job Skills; Needs Assessment; *Occupational Information; Questionnaires

A study was conducted to determine employers' perceptions of the technical and personal skills and knowledge needed by business and industry in the Indianapolis area. A survey instrument, requesting employers to rate the importance of 17 technical skills and 13 personal skills and to describe the nature of the work at their firms, was distributed to 500 firms. Study findings, based on a 30% response rate, included the following: (1) the five top ranked technical skills were good working habits, overall quality of work, communication skills, organizational skills, and problem-solving skills; (2) the five top ranked personal skills were attendance, attitude toward job, ability to follow instructions, punctuality, and ability to learn; (3) a high school education was indicated as the minimal level of acceptable education by 55% of the respondents; (4) 65.7% of the respondents felt that jobs in their field were becoming broader in scope; (5) 68.3% indicated that the number of skilled jobs would increase; and (6) approximately 35% indicated that the availability of educational opportunities was somewhat important to a company's decision to do business in a certain community. A literature review on economic trends and the skills and knowledge that will be needed by employees in the future, and the survey instrument are included in the study report. (EJV)

ED 285 631 JC 870 405

Bishara, Michael N.
Education for the Gifted in Rural Locations in Virginia. Final Report.
Southwest Virginia Community Coll., Richlands, Va.
SPONS. AGENCY- Virginia State Council of Higher Education, Richmond.
PUB DATE- 1 Sep 86
NOTE- 100p.; Financed under the "Funds for Excellence" Program. For the interim report of this project, see JC 870 404.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; *Area Studies; *College School Cooperation; Community Colleges; *Computers; *Enrichment Activities; High Schools; Instructional Materials; Learning Modules; Program Descriptions; Program Evaluation; *Shared Resources and Services; Two Year Colleges
IDENTIFIERS- *Appalachia

This report describes the second and final phase of joint collaborative efforts undertaken by Southwest Virginia Community College and the Russell County School System to overcome the lack of a "critical mass" of students required to operate cost-effective programs for the gifted. First, background information on the program is provided, indicating that during the second year, two groups of students followed two distinct tracks, each one covering two modules for 15 weeks. The tracks identified were (1) Technological Sciences, and (2) Appalachian studies. Following conclusions about the effort, the four learning modules are presented: (1) "Drafting and Microcomputers," by Devi Mitra; (2) "Computers: Applications for Tomorrow," by Vaughn K. Lester; (3) "Appalachia's Political Economy," by Billy J. Rhea; and (4) "Appalachian Renaissance," by Loretta C. Cox. Each module contains information on suggested time frame, prerequisites, a course overview, course goals, outline of topics, readings and assignments, and course requirements. Appendices provide samples of the creative work produced by the students, along with a report by an external evaluator. (EJV)

ED 285 632 JC 870 406

Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1986. Commission Report 87-22.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Apr 87
NOTE- 36p.; For the fall 1985 report, see ED 271 186.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Third Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Asian Americans; Black Students; *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Surveys; State Universities; *Student Characteristics; Trend Analysis; *Two Year College Students
IDENTIFIERS- *California

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and the California State University (CSU) systems. The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1986 transfers, contrasted with findings from previous years, indicated that: (1) fewer students transferred from the community colleges to the UC and CSU systems in fall 1986 than in fall 1985, with a 1.5% decrease in UC transfers and a 6.5% decrease in CSU transfers; (2) despite the overall downward trend, community colleges and districts varied greatly with respect to their transfer gains and losses; (3) the percentages of Asian and Filipino transfer students to both UC and CSU systems continued to increase, as did the percentage of Hispanics transferring to the CSU colleges; and (4) the percentage of Hispanic students entering the UC system as transfer students decreased in fall 1986, after an increase each year since 1981, while the percentage of Black transfer students increased for the first time since 1981. A primary explanation for the downturn in transfer rates was the large decrease in the number of high school graduates and first-time freshmen in the community colleges in recent years. The community college going rate for recent high school graduates had fallen from 42.8 in fall 1982 to 33.0 in fall 1985, thus further reducing the pool of potential transfer students. Though special efforts are being made by some community colleges to improve transfer opportunities, the success of the new programs and services may not be measurable for several years. (AYC)

ED 285 633 JC 870 407

Ruden, John E.
The Los Rios Transfer Centers: A First Year Evaluation.
Los Rios Community Coll. District, Sacramento, Calif.
PUB DATE- Aug 87
NOTE- 99p.; Prepared by the Office of Planning and Research.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Educationally Disadvantaged; Higher Education; Multicampus Districts; Program Effectiveness; Program Evaluation; *Student Attitudes; Student Characteristics; *Student Personnel Services; *Transfer Programs; Two Year Colleges; *Two Year College Students; Use Studies
IDENTIFIERS- *Transfer Centers

The Los Rios Transfer Centers were established to provide adequate transfer resources, information, and intersegmental cooperation and articulation to increase the rate of transfer to four-year institutions among minority, disabled, low income, and other underrepresented students. In order to develop a profile of students who were using the centers and to identify areas for the improvement or expansion of services, questionnaires were sent to more than 1,400 students who used the centers during their first year of operation. Study findings, based on an adjusted response rate of 48.5% included the following: (1) counselor referrals were by far the most effective means of making the students aware of the centers; (2) women, particularly those in their 30's, made up the majority of center contacts; (3) males made up the majority of Asian contacts, however, among those who had transferred, Asian women clearly outnumbered Asian men; (4) ethnic minorities had better representation among center users than in the district's student population as a whole, although whites made up the majority of center contacts; (5) respondents tended to be enrolled for more units than the typical Los Rios student, and had higher rates of course completion; (6) 43% of the respondents were first-generation college students; (7) student comments strongly supported having university representatives who were specifically hired for work in the centers; and (8) those respondents who had already transferred rated their Los Rios preparation highly. (EJV)

ED 285 634 JC 870 410

Blanchard, Bryan K.
True Cost Tuition for Foreign Students: Does the Policy Serve the Commonwealth? A Campus View.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Educational Legislation; *Foreign Students; State Legislation; *Student Costs; *Tuition; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Massachusetts; *Tougas Amendment (Massachusetts)

Massachusetts' Tougas Amendment, which requires foreign students to pay the "true cost" of their education at the state's public colleges and universities threatens the image of the colleges and their ability to deliver on important aspects of their educational mission. Even at small institutions such as Greenfield Community College (GCC), Massachusetts, the consequences of the legislature's action are likely to include an abrupt decline in the numbers of foreign students enrolled and a consequent cultural quieting on campus. At GCC, foreign students play an important part in efforts to create a vibrant learning community. They serve as an invaluable educational resource in an unusually homogeneous student population; they bring to the college favorable publicity and respect based on the ideal of internationalism; they increase the range of perspectives instructors may draw on in promoting understanding of academic topics; and they enrich campus social and cultural life through their membership in student clubs and organizations. The possible consequences of the legislation include the following: (1) higher tuition rates are expected by many to drive foreign students either to private institutions or to other states; (2) Massachusetts will suffer a diminished reputation overseas and domestically; (3) if high tuition levels discourage the enrollment of foreign students, the college's operating costs will remain the same, but tuition revenues will go down; and (4) reduced enrollment also lessens a college's ability to deal flexibly with shifting enrollment patterns. Rather than being a step in the direction of establishing a rational and equitable statewide tuition plan, the amendment is instead a hasty response to a complex issue. There are so many vagaries in the amendment and inconsistencies in the implementation procedures devised by Regents' staff that the entire plan should be suspended pending thorough review. (AYC)

ED 285 635 PS 016 247

Merrill, Barbara, Ed.
An Ounce of Prevention: Child Management.
Region III Child Development Services, Huntington, WV.
SPONS. AGENCY- West Virginia State Dept. of Human Services, Charleston.
PUB DATE- 85
NOTE- 188p.; A manual developed by the Training in Abuse Prevention Project. Photographs may not reproduce well. For related documents, see PS 016 248 and PS 016 321.
AVAILABLE FROM- Training and Abuse Prevention Project, c/o Region III Child Development Services, 1418 Tenth Avenue, Huntington, WV 25701 (price--$9.00 plus $1.50 shipping and handling. The series price--for this publication and the two related documents--is $24.00 plus $3.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Responsibility; Classroom Techniques; Communication Skills; *Day Care; *Discipline; Discipline Problems; Early Childhood Education; Interpersonal Competence; *Prevention; Social Development; *Values; Values Education; Workshops

This training manual on child management consists of eight workshops for day care center staff. Workshops focus on (1) communications skills useful in working with children; (2) the nature of discipline; (3) positive approaches to guiding children's behavior; (4) natural and logical consequences; (5) ways of dealing with problem behavior; (6) the development of values in young children; (7) the development of social skills; and (8) classroom management. Each workshop is structured to include sections concerning purpose, objectives, overview, materials, instructional procedure, additional suggested activities, competency evaluation, resources, and supplemental materials. (RH)

Merrill, Barbara, Ed.
An Ounce of Prevention: Child Protection.
Central Child Care of West Virginia, Charleston.; Region III Child Development Services, Huntington, WV.; West Virginia Committee for Prevention of Child Abuse, Inc., Charleston.
SPONS. AGENCY- West Virginia State Dept. of Human Services, Charleston.
PUB DATE- 86
NOTE- 127p.; A manual developed by the Training in Abuse Prevention Project. For related documents, see PS 016 247 and PS 016 321.
AVAILABLE FROM- Training and Abuse Prevention Project, c/o Region III Child Development Services, 1418 Tenth Avenue, Huntington, WV 25701 (price--$9.00 plus $1.50 shipping and handling. The series price--for this publication and the two related documents--is $24.00 plus $3.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Early Childhood Education; *Identification; Physical Development; *Prevention; Sex; *Sexual Abuse; Young Children
IDENTIFIERS- *Protective Services

One of a series of three intended for day care center staff, this training manual on child protection consists of descriptions of four workshops. In workshops one and two, respectively, the detection and reporting of general child abuse/neglect and child sexual abuse are explained. In workshop three, information is provided on the sexual development of children from birth through eight years of age. Suggestions for protecting children from sexual abuse are offered in workshop four. Each workshop includes statements of purpose, objectives, an overview, lists of materials, procedural information, suggested additional activities, a competency evaluation checklist, and resource lists. Appendices for all workshops are included in a separate section at the end of the manual, including a glossary of child abuse/neglect terms, a list of abuse/neglect indicators in young children, a report form and instructions, guidelines for role playing, a list of verbal rewards, a sexual abuse fact sheet, a flow chart of institutional responses to a report of abuse/neglect, an outline of typical and expected childhood behaviors related to sexuality, a worksheet for use in clarifying personal attitudes about incest and sexual abuse, a classification of touch behavior, a list of educational resources, and materials for implementing parent meetings. (RH)

ED 285 637 PS 016 321

Gray, Norma; Hall, Don
An Ounce of Prevention: An Administrative Guide for Day Care Center Directors.
Central Child Care of West Virginia, Charleston.; Region III Child Development Services, Huntington, WV.; West Virginia Committee for Prevention of Child Abuse, Inc., Charleston.
SPONS. AGENCY- West Virginia State Dept. of Human Services, Charleston.
PUB DATE- 86
NOTE- 103p.; A manual developed by the Training in Abuse Prevention Project. For related documents, see PS 016 247-248.
AVAILABLE FROM- Training in Abuse Prevention Project, c/o Region III Child Development Services, 1418 Tenth Avenue, Huntington, WV 25701 ($8.50, plus $1.00 shipping and handling. The series price--for this publication and the two related documents--is $24.00 plus $3.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Child Abuse; Conflict Resolution; *Day Care Centers; Early Childhood Education; Employment Interviews; Personnel Evaluation; *Personnel Management; *Personnel Selection; *Prevention; Stress Variables; *Teacher Supervision
IDENTIFIERS- Screening Procedures

One of three training manuals developed for day care center staff, this administrative guide was written to assist day care center directors in developing policies and procedures aimed at improving all aspects of the day care program, and thus reducing the risk of child abuse. Four chapters focus on (1) selection of staff, including recruiting, screening, interviewing, and selection processes; (2) effective team management, including modeling behavior and attitudes, communicating effectively, and facilitating high morale; (3) management and supervision of staff, including staff performance evaluation, stress prevention and reduction, conflict resolution, and termination of employment; and (4) allegations of child abuse, including preventing child abuse through high quality programming, handling concerns expressed by parents and staff, and handling outside investigations of child abuse. Each chapter concludes with a test on key concepts. Eleven appendices provide related material, such as representative personnel policies, statements of conditions of employment, job descriptions, sample classified ads, an interview format for a day care teaching position, an interview rating scale, examples of test items concerning typical situations in centers, a sample notification of employment, a performance evaluation, an outline of steps in conflict resolution, and the regulation and compliance requirements on discipline from the West Virginia Day Care Center Licensing Requirements. (RH)

ED 285 638 PS 016 324

Phillips, Susi Erika
A Paediatrician Looks at Traditional Approaches to Emotional Development in Preschool and Primary Years. Foundation for Child and Youth Studies Selected Papers Number 46.
Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Emotional Development; Emotional Experience; Foreign Countries; *Infants; *Preschool Children; *Toddlers
IDENTIFIERS- *Erikson (Erik); *Psychosocial Development

This discussion of the emotional development of young children is structured upon Erik Erikson's schemata of psycho-social development. Stage 1, which involves trust versus mistrust, includes references to Erikson's theory and the work of Melanie Klein, Berry Brazelton, Stella Chess and Alexander Thomas, John Bowlby, Anthony Stevens, and D. W. Winnicott. Stage 2, which covers autonomy versus shame and doubt, emphasizes the intensity of toddlers' feelings. There is a brief discussion of the emotional consequences of toilet training that is too early and too rigid on the acquisition of a self rooted in self-trust. Stage 3, which deals with initiative versus guilt, discusses antecedents of these feelings, children's invention of imaginary companions, and children's experiences of anxiety, fears, and phobias during the toddler and preschool years. Stage 4, which focuses on the development of industry versus inferiority during the primary school years, stresses the importance of parental love in helping children meet the challenges of school life and in dealing with the strange methods children devise to attract attention. It is concluded that each person adapts and adjusts to his or her environment in accordance with innate abilities, personal style, and the help of parents, siblings, teachers, and friends. (RH)

ED 285 639 PS 016 448

Pleck, Joseph H.
Paternity Leave: Current Status and Future Prospects. Working Paper No. 157.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Ittleston Foundation Inc., New York, NY.; Levi Strauss Foundation, Inc., San Francisco, Calif.; Rockefeller Family Fund, Inc., New York, N.Y.
PUB DATE- 85
NOTE- 22p.
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Parents; *Fathers; Foreign Countries; *Fringe Benefits; Futures (of Society); Mothers; Parent Attitudes
IDENTIFIERS- *Parental Leave; Sweden; United States

This paper examines current patterns and trends in the availability and use of parental leave by U.S. fathers. Introductory material focuses on legal and administrative contexts of parental leave and parental leave policies available to employed mothers. The main discussion uses U.S. and Swedish data to explore (1) long-term paid leave at the time of birth; (2) short-term paid leave at the time of birth; (3) unpaid leave at the time of birth; and (4) other types of leave. The available data indicate that long-term paid birth leave is rarely available to U.S. fathers, and rarely used when available. Short-term paid leave is available to fathers, primarily through use of sick days, in at least a quarter of large firms; no data exist concerning what proportion of fathers use it. Long-term unpaid leave is available to fathers in about one-third of large firms, and frequently in public employment; fathers' use of it is low. No formal data indicate the prevalence or use of paternal leave for fathers of older children. Concluding remarks concern the effects of paternal leave, about which formal research tells little, and future prospects for the implementation of parental leave programs for fathers by employers and employed fathers' use of parental leave. (RH)

ED 285 640 PS 016 542

Piel, John A.

Developmental Pacing as an Alternative to Ability Grouping in a Primary Setting.

PUB DATE- 12 May 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ability Grouping; Developmental Programs; *Developmental Stages; *Elementary School Students; *Grouping (Instructional Purposes); *Identification; Instructional Development; Primary Education; Testing
IDENTIFIERS- *Cognitive Developmental Grouping

An alternative to ability grouping for instructional purposes exists. Cognitive developmental grouping (CDG), sometimes labeled "tracking" or "pacing," organizes students in terms of similar learning styles and takes into consideration the child's intellectual maturation rather than performance within a particular curriculum package. In order to successfully use CDG, teachers must understand and identify each child's developmental learning style in order to appropriately place the youngster for instruction. Children assigned to instruction by developmental level will, therefore, no longer be identified as members of high, middle, or low ability groups, but rather as preoperational, concrete operational, or formal operational learners. These developmental levels are characterized, respectively, by inability to consider another's position and the use of short-term memory; the ability to learn initially by concrete discovery and then apply earlier learning to new and sometimes novel situations; and by abstract learning. Abstract learning is rare among children and adults, including elementary school teachers. To assess children's level of development, teachers should first test for conservation and class inclusion. They should continuously reassess and readjust group membership, as children progress rapidly from one level to the next once appropriate schema have been developed. Guidelines are offered for designing developmentally appropriate instruction. (RH)

ED 285 641 PS 016 550

E.C.I.A. Chapter 1 KIDS Program: Initiative to Improve the Quality of Chapter 1 Projects.

Bellingham Public Schools, WA.

PUB DATE- Mar 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *High Risk Students; *Kindergarten; Primary Education; Program Descriptions; *Screening Tests; Small Group Instruction; *Special Programs; Teacher Student Ratio
IDENTIFIERS- Education Consolidation and Improvement Act 1981

This report describes an Education Consolidation and Improvement Act-Chapter 1 program for at-risk kindergarten children in four Bellingham (Washington) elementary schools. Children in the program are included in regular kindergarten classes, which meet two full days each week and every other Friday. The children also attend the Kindergarten for Individual Developmental Success (KIDS) program on the remaining two days. Teacher-child ratio is kept low (a maximum of 2 to 12) so that children can receive individual and small group instruction. This program report includes information on (1) the goals of the KIDS program, (2) parent and community involvement, (3) professional training, (4) strong leadership, (5) methods and materials used, and (6) student progress, as well as a description of how program effectiveness was evaluated. (PCB)

Cillessen, T. J.; And Others
On the Self-Perpetuating Nature of Children's Peer Relationships.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). This research was supported by Z.W.O. (the Netherlands Organization for the Advancement of Pure Research).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Neglect; *Cognitive Processes; Foreign Countries; *Group Dynamics; Hypothesis Testing; *Males; Peer Groups; *Peer Relationship; Play; Popularity; Rejection (Psychology); Social Behavior; *Social Status; *Young Children
IDENTIFIERS- *Netherlands

This study assessed the extent to which the emergence and maintenance of peer group-status and behavior reflect the operation of group processes and individual processes. Of specific concern was whether support could be found for empirical relations derived from the self-perpetuation hypothesis. The study, which concerned the constructs of cognitive bolstering and behavioral confirmation, focused on the process through which perceivers confirm their expectations cognitively and treat others behaviorally in ways that cause them to confirm the perceivers' expectancies about them. To examine these relations, 108 boys between 7 and 8 years of age were assigned to 36 triads. Triads consisted of boys from three social status groups--popular, rejected, and neglected--who were acquainted or unacquainted with each other. Each group participated in a series of four 1-hour play sessions. Recordings were made of various social behaviors during the play sessions and each boy was interviewed about his expectations of, memory for, and interpretation of his own and his partners' social behaviors. Preliminary analyses suggest some validity for the self-perpetuation explanation of the stability of social status and behavior in children's peer relationships. (Author/RH)

ED 285 643 PS 016 584

Ivic, Ivan, Ed.; Marjanovic, Aleksandra, Ed.

Traditional Games and Children of Today. Belgrade-OMEP Traditional Games Project.

Organisation Mondiale Pour l'Education Prescolaire, Warsaw (Poland).
PUB DATE- 86
NOTE- 149p.; This publication is a result of the Conference on the Belgrade-OMEP Traditional Games Project (Belgrade, Yugoslavia, October 9-11, 1985). Published in collaboration with Yugoslav National Committee of OMEP and the Institute of Psychology,

University of Belgrade.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Childrens Games; Ethnology; *Folk Culture; Foreign Countries; International Programs; Kindergarten; *Play; *Research Design; Research Methodology; Research Projects; Theories
IDENTIFIERS- Belgium; Finland; Japan

Collected in this volume are preliminary materials related to the Belgrade-OMEP Project whose purpose is to make a record of those traditional children's games which are a part of the folk culture of various countries. The purpose of this publication is two-fold: (1) to serve as a handbook for the present collaborators on the Project in their research work; and (2) to inform and attract the greatest possible number of potential participants to the Project. The volume contains 14 individually authored papers which are generally brief. The papers focus on (1) the fundamentals of the project; (2) the theoretical and methodological problems of the project; (3) research problems and the development of the Flemish Folk Games File; (4) present research on traditional games of children; (5) play activities of children in different cultures; (6) problems of the project from an ethnological point of view; (7) traditional games of Japanese children; (8) children's lore and traditional games in Finland; (9) play as a subject of ethnological and educational research; (10) play, tradition, and traditional games; (11) the contribution of basic research to the survival of the Awele game; (12) differences in the authenticity of children's expression and the viewing angle of adults; (13) traditional games in the kindergarten; and (14) the protocol for the collection of traditional games, including Form A1 for the description of games acquired from adult informers, Form A2 for the description of observed games, and an explanation of the protocol. The collection is intended to serve as a handbook for research and as an invitation to other interested scholars to participate in the project. (RH)

ED 285 644 PS 016 594

Murray, Patricia
Infants' Responsiveness to Modeling vs. Instruction.
PUB DATE- 23 Apr 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Infant Behavior; *Instruction; *Modeling (Psychology); *Nonverbal Communication; Nouns; Pronouns; *Skill Development; Toddlers; *Verbal Communication
IDENTIFIERS- Commands; *Familiarity; Gestural Representation

This study compared infants' responsiveness to modeling versus instruction and examined the issue of whether providing supplementary linguistic information makes modeling and instruction more or less effective. A total of 72 infants between 15 and 21 months of age participated in the study. Subjects were randomly assigned to conditions which included variance in (1) teaching method employed: either modeling or instruction; (2) linguistic description provided: none, action label, or action label plus object label; and (3) gender condition. Findings indicated that when the adult did not speak, modeling of a familiar task was more effective than a nonverbal gesture. However, when the adult provided a partial or complete linguistic description, asking infants to perform a familiar task was as effective as showing them what to do. When the infants were taught an unfamiliar task, modeling was significantly more effective in teaching a new skill to boys, but less effective for girls. It is concluded that infants use linguistic information as well as physical models to interpret events and to direct their responses as early as their second year. Although modeling is acknowledged to be a potent elicitor of behavior, the findings indicate that an explicit verbal instruction is also an effective method for teaching older infants. (Author/RH)

ED 285 645 PS 016 609

Sanoff, Henry; Sanoff, Joan
Participatory Programming of a Campus Child Development Facility.
PUB DATE- Mar 87
NOTE- 18p.; Paper presented at the Annual Conference of the National Coalition for Campus Child Care, Inc. (New Orleans, LA, March 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Building Design; *Day Care Centers; *Design Requirements; Early Childhood Education; *Facility Guidelines; Postsecondary Education; Practicums; Teacher Education; *Teacher Participation; Technical Institutes
IDENTIFIERS- *Design Methodology; *Wake Technical College NC

The process of designing Wake Technical College's campus child development center involved a team of college administrators, early childhood program staff, and an architectural consultant. The design process included a needs assessment, an interest survey, center visitations, team formation, goal refinement and clarification in brainstorming sessions, and determination of the number of children to be served and the space required for them. Teaching staff identified objectives for each center activity, space requirements, and visual and acoustic needs. The spatial inventory served as the basis for subsequent detailed planning of areas for infants, toddlers, and preschoolers. Architectural models were made of the spatial layouts, and the models were critiqued and improved. Approved models were used to revise diagrams corresponding to each activity area. Similarly, a process was developed to explore the relationship of the center's parts to its entirety. The organization of zones for outdoor play and of spatial layout, and the choice of equipment for children of various ages, were accomplished through the manipulation of zone and activity cards. Finally, the integration of classrooms and staff needs was analyzed. It is concluded that the involvement of center staff in the guided process was beneficial to both the staff and the architect. (RH)

ED 285 646 PS 016 611

Goldfine, Eleanor; Wagner, Mary Lou
A Study of the Effectiveness of a Latchkey Program in Middletown Township, New Jersey.
Brookdale Community Coll., Lincroft, NJ. Center for Educational Research.
PUB DATE- Apr 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Elementary Education; Employed Parents; Enrichment Activities; Extracurricular Activities;

*Latchkey Children; Parent Attitudes; *School Age Day Care; Student Attitudes

The purpose of this study was to measure the impact of an after-school child care program on the academic and social development of children in grades one through five. The project had three objectives: (1) to measure and compare the academic achievement of the students before and after their enrollment in the program; (2) to evaluate the social development of the students while enrolled in the program; and (3) to evaluate parents' perceptions of the need for the program. All the students registered for the program (140 from two schools in the district) were subjects of the study. Pre- and post-measures were to be administered. The four measures used included (1) academic grades and test scores, (2) assessments of parents' perceptions of the program, (3) teacher ratings of pupil academic self-esteem, and (4) student self-evaluations of affective perceptions. The initial data were collected, but due to lack of funds the after-school program was discontinued at mid-year. Students selected by random sampling were interviewed concerning their attitudes towards the program after their participation. The data collected indicated that the program was viewed in a positive way by both parents and children, with high expectations on the part of parents and praise by the students for the results. Four appendices conclude this document and contain: (1) parent assessment latch-key program form; (2) student interviews; (3) study results of students from the Lincroft Elementary School; and (4) study results of students from the East Keansburg Elementary School. (PCB)

ED 285 647 PS 016 614

Lytton, Hugh; And Others
The Stability of Genetic Determination from Age 2 to Age 9: A
Longitudinal Twin Study.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 87
NOTE- 24p.
GRANT- 410-78-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; *Cognitive Development; Family Relationship; Foreign Countries; *Heredity; Longitudinal Studies; *Males; Physical Characteristics; *Social Development; Toddlers; *Twins; *Young Children
IDENTIFIERS- *Canada

A longitudinal investigation of the social and cognitive development of male twins was conducted when twins were 2.5 years of age, and again when they were 8- to 10-years-old. This study was designed to re-examine the heritability of the traits studied at the earlier age and, thus, to address the question of the stability of genetic determination. The sample of the original study consisted of 46 sets of male twins, 17 of which were monozygotic and 29 dizygotic. At follow-up, 35 pairs (13 monozygotic and 22 dizygotic) participated. The earlier study investigated the genetic determination of social characteristics, speech, and vocabulary intelligence quotient. The follow-up focused on genetic and environmental factors associated with the same characteristics, as well as antisocial and neurotic behavior, nonverbal ability, school achievement, height, and weight. At the age of 9 years, significant genetic variance, replicated by two methods of calculation, was found in height, weight, nonverbal intelligence quotient, and antisocial behavior. Shared family environmental influences were important for compliance, conscience, and antisocial behavior. Social traits were thus under less genetic influence than were physical and cognitive characteristics. Both genetic and environmental factors were important for antisocial behavior. Stable genetic determination across earlier and later ages was found only for speech. (Author/RH)

ED 285 648 PS 016 617

Winegar, Lucien T.; And Others

Dependent Independence in Adult-Child Relationships.

PUB DATE- May 87
NOTE- 22p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; *Child Development; Interpersonal Relationship; *Parent Child Relationship; Parent Influence; *Research Methodology; *Social Environment; Socialization; Theories
IDENTIFIERS- *Interdependence; Theoretical Analysis

Offering a research-oriented perspective on the interdependence of children and their environments and the role of caregivers in children's development, the theoretical system discussed in this paper consists of four main ideas. These ideas concern (1) independent dependence; (2) zones of free movement, proximal development, and promoted action; (3) differential constraining/progressive empowerment; and (4) the dialectical nature of adult/child interaction. Children are viewed as dependent to the extent that their own structure and the structure of their environments establish boundaries determining the range of possible action; within those boundaries children may act independently. The concept of zones figuratively differentiates aspects of child/environment relationships and determines contexts in which children are "canalized" toward socially appropriate actions, perform actions with support which they cannot perform independently, or receive encouragement from caregivers to perform certain actions. The linked concepts of "differential constraining/progressive empowerment" denote social processes occurring within the zone of promoted action that are typical of interaction between experts and novices. Finally, it is argued that phenomena involved in adult/child transaction at any age are inherently dialectical, and not simple. Methodological implications of the theoretical system are discussed and illustrated. (RH)

ED 285 649 PS 016 634

Ayres, Jerry B.
Evaluation of Programs for the Preparation of Teachers of Young Children.
PUB DATE- Mar 87
NOTE- 21p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (38th, Memphis, TN, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Followup Studies; Higher Education; Longitudinal Studies; Models; Program Descriptions; *Program Evaluation; *Program Improvement; *Teacher Education
IDENTIFIERS- *Center for Teacher Education Evaluation TN; *Tennessee Technological University

This paper (1) briefly describes Tennessee Technological University's past involvement in teacher education follow-up evaluation; (2) discusses work related to the evaluation of programs training early childhood teachers; and (3) describes a new center established to study teacher education program evaluation. In 1973, the University developed and implemented a longitudinal model for systematic data gathering and for making evaluations of its programs in teacher education. During the past 13 years, a variety of data have been collected on 150 variables from over 200 graduates receiving bachelor's and master's degrees who were trained to teach in kindergarten and the primary grades. Graduates appeared to be at a level comparable to or above the 50th percentile and to exhibit many of the characteristics of good teachers. Because of the project, the teacher preparation programs have developed new modules of study in the elementary and early childhood education programs; made major changes in the historical and sociological foundations of education courses; and introduced more educational technology into the undergraduate teacher preparation curriculum. The final part of the paper discusses the Center for Teacher Education Evaluation, which was established in 1986 and aims to develop and implement teacher education program evaluation models; research teacher education program evaluation; and establish improved delivery systems for information about teacher education program evaluation. (RH)

ED 285 650　　　　　　　　　　　　　　　　　　PS 016 652

Butler, Kathleen A.
Successful Learning Strategies for the Emerging Adolescent.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Classroom Environment; *Cognitive Style; *Criteria; Guidelines; *Instructional Development; *Teaching Methods
IDENTIFIERS- Style Differentiated Instruction

Focusing on individual learning styles as a major component of intentional teaching, this discussion points out advantages for teachers who provide options based on students' learning styles in the classroom. Particular attention is given to the model of Style Differentiated Instruction (SDI) which developed from the research on styles, higher order thinking, and critical and creative thinking, and provides guidelines for the multiple approaches to style in the classroom. SDI suggests how to bridge to the stylistic needs of the learner on a daily basis. Ten general criteria by which teachers can create a learning style environment for young adolescents are identified. A chart offers a general explanation of style differences and some examples of style-matched learning/teaching strategies, and identifies characteristics, instructional needs of students, students' preferred strategies, cognitive processes, and student products associated with concrete sequential, abstract random, abstract sequential, and concrete random learning styles. (RH)

ED 285 651 PS 016 660

Mild, Robert E., Jr.; West, Richard L.
The Parent-Teacher Conference: Developing Curriculum in the Home.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Family Involvement; Family School Relationship; Interpersonal Communication; *Parent Influence; *Parent Participation; *Parent Teacher Conferences; *Parent Teacher Cooperation
IDENTIFIERS- *Parents as Teachers

The parent-teacher conference offers an opportunity to improve communication between home and school. In addition, it is an ideal time for discussing how the home environment can compliment and reinforce the work accomplished at school. Thus, when parents ask what they can do at home to help, the teacher can respond with specific suggestions for extending the learning process. Suggestions can include ideas to encourage children to (1) listen, (2) read, (3) participate in activities outside the classroom, (4) ask questions, (5) develop an interest in current events, (6) instruct others, (7) take notes, and (8) communicate with parents about what is happening at school on a daily basis. Parental involvement in the learning process is necessary to meet the needs of the child, and communication between home and school should be an ongoing process. (PCB)

ED 285 652 PS 016 669

Vondra, Joan I.

Early Mastery Motivation: How Can We Measure It and What Does It Mean?

PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Ability; Competence; Exploratory Behavior; *Infants; Longitudinal Studies; *Motivation; Play; *Preschool Children; *Psychometrics; *Research Methodology; Research Problems; Sex Differences; Test Reliability; Test Validity
IDENTIFIERS- Behavioral Stability; *Effectance Motivation; Operational Concepts

In this investigation, methodological and substantive issues regarding early mastery motivation (also termed competence motivation and effectance motivation) were examined longitudinally using a primarily middle-class sample of 37 children observed at 1 and 3.5 years of age. Data on cognitive competence and mastery motivation were collected in order to accomplish (1) a psychometric evaluation of the instruments used to assess mastery motivation; (2) an exploration of the interrelations between cognitive competence and motivational functioning; and (3) an examination of the continuity of these relationships over time. Measures at 1 year of age included play assessments focusing on exploratory behavior in free play, executive functioning in elicited play, and cognitive competence. At follow-up assessments when the subjects were older, observations were made of children's spontaneous exploration of the Banta Curiosity Box; cognitive competence was again assessed. Standardized measures of cognitive competence included, at time 1, The Bayley Scales and, at time 2, The McCarthy Scales. Results, which indicated continuity in child functioning between 1 and 3.5 years of age, are discussed. (RH)

ED 285 653 PS 016 670

Vondra, Joan I.
Continuities and Discontinuities in Child and Parental Functioning: Observations and Explanations.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Child Rearing; *Cognitive Processes; Infants; Mothers; *Motivation; Preschool Children; Social Influences
IDENTIFIERS- *Behavioral Stability; *Continuity

This study explored stability in cognitive and motivational functioning of children from 3 months old to 3.5 years old, as well as stability in the quality of care provided by parents during this time. The purpose was to determine the locus of continuity over time--whether it is within the child or the caregiving environment. A total of 37 predominantly middle-class mother-child dyads participated in the study. Caregiving was measured at 3 months, 9 months, and at 3.5 years; child functioning was measured at 1 year and 3.5 years. Results indicated that it was possible to document modest continuity in child functioning and notable continuity in parental functioning from the first to the fourth year of life. Data on parental correlates of child functioning replicate findings that superior child functioning and optimal parental care co-occur. Data also suggest that continuity in functioning is at least in part a product of the environmental context, whether that is thought of as the immediate caregiving environment or as the broader context of life events affecting the family. A three-page reference list and eight data tables are included. (PCB)

ED 285 654 PS 016 680

Cohn, Jeffrey F.

Individual Differences among Depressed Mothers and Their Infants during Face-to-Face Interactions.

Harvard Univ., Cambridge, Mass. Medical School.; Pittsburgh Univ., Pa.

SPONS. AGENCY- National Inst. of Health (DHHS), Bethesda, MD. Biomedical Research Support Grant Program.; National Inst. of Mental Health (DHHS), Rockville, Md.

PUB DATE- Apr 87

NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

GRANT- NIH-BRS-RR-07084-18; NIMH-1-R-01-MH-40867-01; NIMH-1-R-03-MH-39706-01-A1; NIMH-35122

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Behavior; *Depression (Psychology); Emotional Development; Emotional Experience; *Individual Differences; Infant Behavior; *Infants; *Mothers; Parent Child Relationship; *Parent Influence

This study was designed to investigate whether depressed mothers would show a predominantly negative affect or fail to provide a positive frame of experience for their babies. Two field studies of depressed mothers and their infants were conducted. A subgroup of 13 subjects and their babies from a larger project conducted in Cambridge (Massachusetts) were videotaped at home during structured and spontaneous face-to-face interactions with their 6- to 7-month-old infants. Depression was assessed by means of the Center for Epidemiologic Studies Depression-Scale (CES-D) at the time of family intake, at 4 to 7 months, and again 9 to 18 months later. Behavior was described with behavioral descriptors on a 1-s time scale and with rating scales. Findings indicated that the depressed mothers differed markedly. Only 2 of 13 mothers showed extreme disengagement. Half showed high proportions of intrusive and, at times, angry behavior. Maternal behavior was generally consistent between structured and spontaneous interactions. For the infants, behavior was primarily withdrawn; protest corresponded to maternal disengagement; and looking away corresponded to maternal intrusiveness. Generally, infants were distressed and either sought engagement without success or avoided contact. Both preliminary and follow-up investigations are reported. It is concluded that further research is needed to address questions raised by the findings and to explore the predictive relation between individual differences in the behavior of depressed mothers and the quality of infants' attachment. (RH)

ED 285 655 PS 016 681

Amabile, Teresa M.; And Others
Immunizing Children against the Negative Effects of Reward.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Classroom Research; *Creativity; Elementary Education; *Elementary School Students; Grade 3; Grade 4; Grade 5; *Rewards; *Student Motivation
IDENTIFIERS- *Intrinsic Motivation

To determine whether training could counter deleterious effects of reward on intrinsic motivation and creativity, 68 students in grades 3, 4, and 5 at a parochial school in Massachusetts were assigned to one of four conditions in which intrinsic motivation training and rewards were either provided or withheld. In the intrinsic motivation training condition, children met in small groups to view and discuss videotapes designed to help students focus on intrinsic reasons for working in school and to learn how to attain cognitive distance from socially imposed extrinsic constraints. Control group subjects viewed videotapes and discussed favorite topics. Subjects were then administered the Harter Scale of Intrinsic versus Extrinsic Orientation in the Classroom, and a reward manipulation was introduced in which children in the reward conditions were told they could use a camera if they told the experimenter a story. Significant differences were found between the scores on the Harter Curiosity Subscale for Children in the two training conditions, with subjects in the intrinsic motivation training condition scoring higher than subjects in the control condition. The reward contingency produced the predicted decrement in creativity for control group subjects. In contrast, rewarded students who received intrinsic motivation training told stories judged significantly more creative than those told by subjects receiving intrinsic motivation training and no reward. A 56-iterm reference list is included. (RH)

Cameron, Catherine Ann; And Others

Some Academic Correlates of Ambiguity Detection in Primary School Children.

PUB DATE- Apr 87
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; Classroom Research; Cognitive Ability; Cognitive Style; *Elementary School Students; *Enrichment Activities; Foreign Countries; *Literacy; Longitudinal Studies; *Microcomputers; Primary Education; Reading Comprehension; *Skill Development; Verbal Development; Writing Instruction
IDENTIFIERS- Ambiguity Detection; LOGO Programing Language; Metalinguistic Awareness; *New Brunswick

This longitudinal research examines the development of literacy skills in the context of an educational microcomputer implementation conducted to evaluate word processors and LOGO as tools for cognitive enrichment. Three classes including 87 children in Fredericton, New Brunswick, Canada are being followed from first- through third-grade. One class received 5 hours of writing and mathematics enrichment per week and had access to microcomputers with word processing software; a comparison class received the enrichment without computers; and a nonintervention control class received only baseline tests and traditional lessons. At the beginning of the first year of the study, general intellectual functioning, verbal skills, and cognitive style were assessed. Bonitatibus and Flavell's (1985) ambiguity detection task was used as an indicator of metalinguistic performance. Cloze-rated reading comprehension and standardized writing samples were collected periodically. Analysis of data collected during the children's first year in school revealed relationships between ambiguity detection and psychometric subject variables and school performance indicators. Ambiguity detection was related to general intellectual function, certain verbal skills, and cognitive style. A significant relationship was found between ambiguity detection and reading comprehension. Reading, in turn, was related to psycholinguistic measures of writing. Additional analyses suggest the need for further study of the relationship between writing and ambiguity detection. Examples of the texts produced by the children and an analysis of the cloze passage are provided in Appendix A and B, respectively. (RH)

ED 285 657 PS 016 684

Bybee, Deborah
Measurement Issues in Child Sexual Abuse.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Day Care Centers; *Measurement Techniques; *Research Methodology; *Research Problems; *Sexual Abuse
IDENTIFIERS- *Legal Information

This paper discusses problems encountered by researchers in applying the guidelines of Finkelhor (1986) for the selection of research instruments for gathering data on the effects of child sexual abuse. Discussion focuses on measures of effects of the abuse experience, measures of post-abuse experiences, and of mediating variables. The data gathering effort described is based on a multiple-measurement strategy which elicits information from parents, therapists, and abused children. In addition to the Achenbach Child Behavior Checklist, measures of effects include a Therapist Checklist that elicits descriptions of specific types of behavior characteristic of victimized children, a series of projective drawing tasks, the State-Trait Anxiety Inventory for Children, and a measure of potential effects on the victim's family. To avoid retraumatization of the children, measures of the abuse experience rely on archival sources of data. Measures of post-abuse experiences include examination of case records of three investigating agencies, transcripts of preliminary hearings and criminal trials, therapists' case notes, and other records, as well as extensive interviews with parents. Measures of mediating variables include the Family Adaptability and Cohesion Evaluation Scales and the Family Crisis Oriented Personal Scales. It is concluded that the strategy has yielded much information that should be of use in responding to and preventing sexual abuse in day care settings. (RH)

ED 285 658 PS 016 685

Valliere, Paulette M.
Design Issues in Child Sexual Abuse Research.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Control Groups; Day Care Centers; *Identification; *Research Design; *Research Problems; *Sexual Abuse
IDENTIFIERS- *Baseline Data

Many problems confront researchers who are developing appropriate methods to determine the effects of sexual abuse. Particularly serious problems arise when the victims are children who were abused while attending a day care center. Several methods for studying child sexual abuse have been recommended. This paper discusses problems researchers encountered in the course of developing an appropriate design for the investigation of a case involving the out-of-home sexual abuse of numerous children. Researchers experienced difficulties in identifying the research sample. These problems stemmed from the methods used for reporting the suspected abuse and the difficulty of locating possible victims due to parental denial of the occurrence of abuse or lack of parental awareness of the alleged incidents. Other problems resulted from the unavailability of data on children's pre-abuse baseline behaviors; information based on parents' retrospective memory had to be used instead. Selection of an adequate comparison group was also difficult. Inclusion of unidentified victims in this group and the self-selection factors of a mailed questionnaire constrained data interpretation. These issues, their implications, and how they were dealt with are discussed. (RH)

ED 285 659 PS 016 686

Mowbray, Carol T.
Research on Out-of-Home Child Sexual Abuse: Public and Legal Attention.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Day Care; Early Childhood Education; Parent Attitudes; *Research Methodology; *Research Problems; *Sexual Abuse; *Young Children
IDENTIFIERS- Media Bias

Large-scale cases of child sexual abuse in settings such as day care centers have received a great deal of public and legal attention. This attention has complicated attempts to research the effects of such victimization on child development. Described in this paper are difficulties encountered by a Michigan group investigating the effects of long-term sexual abuse in a day care setting occurring in a small conservative town in Michigan about 90 miles east of Chicago (Illinois). The research effort was complicated by three situations: (1) community divisions over the credibility of the sexual abuse allegations; (2) civil suits brought by a number of parents against the day care center, its board of directors, and members of its staff; and (3) challenges to the investigatory agencies posed by civil rights litigation and an anticipated appeal of the criminal conviction in the case. These factors made it difficult to elicit family participation in the research and complicated efforts to gain access to archival data. Strategies developed to address the research problems included the creation of a community advisory panel and the acquisition of a federal Confidentiality Certificate to protect research data from subpoena. The utility of these strategies, and their methodological and ethical implications, are briefly discussed. (RH)

ED 285 660 PS 016 688

Federal Assistance for Elementary and Secondary Education: Background Information on Selected Programs Likely To Be Considered for Reauthorization by the 100th Congress. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Library of Congress, Washington, D.C. Congressional Research Service.

PUB DATE- Feb 87
NOTE- 383p.; Serial No. 100-A. Document contains many pages of small type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-01755-1, $11.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal Programs; Fellowships; Grants; Program Descriptions; *Special Programs
IDENTIFIERS- Congress 100th

The Congressional Research Service has compiled the information in this document in order to assist the 100th Congress as it considers reauthorization of most of the major Federal elementary and secondary programs. For each program, basic statistics, a short history, and a summary of the major issues confronting the Congress in reauthorization are presented. The specific programs discussed include: (1) Education Consolidation and Improvement Act, as amended--education for disadvantaged students and elementary and secondary education block grants; (2) Bilingual Education Act, as amended; (3) Impact Aid, as amended; (4) Adult Education Act, as amended; (5) Education for Economic Security Act, as amended; (6) Indian Education Act, as amended; (7) Emergency Immigrant Education Act; (8) Magnet Schools Assistance, as amended; (9) Women's Educational Equity Act, as amended; (10) Excellence in Education Act, as amended; (11) "Territorial" Assistance, as amended; and (12) Ellender Fellowships, P.L. 92-506, as amended. (PCB)

ED 285 661 PS 016 693

Kaiser, Ann P.; And Others
Imitation by Normal and Developmentally Delayed Children in Mother-Child Transactions.
PUB DATE- 23 Apr 87
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Imitation; *Interaction Process Analysis; *Mental Retardation; *Mothers; Parent Child Relationship; *Pragmatics; *Young Children
IDENTIFIERS- Coding; *Developmental Delays

This study, which focused on interactional and contingency aspects of the imitative process, examined the contributions of six normally developing and four moderately retarded children to imitative interactions with their mothers. The subjects were part of a group of 20 mother-child dyads who participated in an 18-month longitudinal study. Children were Caucasian, first or second born, from families of lower middle socioeconomic status, approximately 2 to 3 years of age and of similar language ability. Data on mother-child interactions were collected during home observations lasting 20 minutes. For each dyad, two samples containing at least 50 intelligible utterances were selected from the mean length of utterance (MLU) interval of 1.01 to 1.25. Children's verbal imitations were described in terms of their frequency, content, relative independence from mother behavior, and pragmatic functions. The linguistic and pragmatic characteristics of children's overall speech samples were described. Mother prompts for imitation were described in terms of frequency, content, explicitness, and relation to child's preceding verbal behavior. Mothers' responses to children's imitations were also described. Several linguistic measures were calculated to describe the children's language. These included MLU in morphemes, intelligibility, longest utterance, diversity of imitated utterances, and the number of novel spontaneous words occurring in the first 50 utterances of each sample. The linguistic diversity of mothers' prompts and mothers' MLUs was also calculated. Study results showed that normal children exhibited a slightly more diverse set of imitative responses but no differences in linguistic complexity of imitated speech were observed between the normal and handicapped samples. Generally, the handicapped children were less skilled, and differences between their mothers' behavior and the behavior of mothers of normal children were correlated to their skill level rather than simply to their developmental classification. (RH)

ED 285 662 PS 016 695

Stocker, Clare; And Others
Assessment of the Sibling Relationship.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 25 Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- BNS-8643938
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Interpersonal Relationship; Interviews; Mothers; Observation; Play; Research Methodology; Research Needs; *Siblings; Videotape Recordings; Young Children
IDENTIFIERS- *Sibling Relationship

In the ongoing Sibling Adoption Study of sibling relationships, data gathered from three methods was used to assess the sibling relationship in the home. This report focuses on comparison of the information about the sibling relationship gathered from each method. Eighty-four middle-class families with younger siblings, aged four to six, and older siblings, aged five to ten, were studied. Mothers were interviewed about their children's relationships; siblings were observed in a free-play setting; and siblings and mothers were videotaped while they played structured games. Most significant correlations were found between siblings' behavior as observed in the structured games, and observations and reports of behavior in the other two methods. There were fewer significant correlations between behavior reported in maternal interviews and that observed in the free-play setting. Results of previous research indicating that sibling relationships cannot be described simply by a bipolar positive-negative dimension were confirmed. Reliability was greatest for the maternal interview, followed by structured games, and the free-play setting. (PCB)

ED 285 663 PS 016 698

Evaluation of the 1985 Chapter 1 Citywide Summer School Program.
Detroit Public Schools, MI. Dept. of Evaluation and Testing.
PUB DATE- Dec 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Elementary Education; *Mathematics Instruction; Program Evaluation; *Reading Instruction; *Summer Programs; *Supplementary Education; Surveys; *Teacher Attitudes; Urban Programs
IDENTIFIERS- Detroit Public Schools MI; *Education Consolidation Improvement Act Chapter 1

Described are aspects of the evaluation of the Detroit (Michigan) Public Schools' 1985 Chapter 1 Citywide Summer School program, a program implemented to improve the reading and mathematics skills of students from pre-kindergarten classes through grade 8. A random sample of 18 schools, including elementary and middle schools, was selected for evaluation. A survey instrument consisting of 15 scaled questions was distributed to administrators and teachers. Results indicating that respondents generally viewed the program as successful are discussed with particular attention to areas of disagreement among respondents and ways to improve the program. It is recommended that the program be continued. (RH)

ED 285 664 PS 016 701

Guerin, Nicole; And Others
Immunization.
International Children's Centre, Paris (France).
PUB DATE- 86
NOTE- 80p.
AVAILABLE FROM- "Children in the Tropics," International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016, Paris, France (Individual double issues, $7.00 or 45 French Francs. A 6-issue, 1-year subscription, $20.00 or 140 French Francs).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Involvement; Developing Nations; Diseases; Energy Management; *Health Facilities; *Immunization Programs; *Primary Health Care; Program Evaluation; Program Implementation; *Refrigeration; *Storage; Training
IDENTIFIERS- *Cold Chain; Sterilization; *Vaccines

Contents of this double journal issue concern immunization and primary health care of children. The issue decribes vaccine storage and sterilization techniques, giving particular emphasis to the role of the cold chain, i.e., the maintenance of a specific temperature range to assure potency of vaccines as they are moved from a national storage center to regional storage centers, peripheral immunization centers, clinics, and mobile teams. The first section of the issue discusses immunization and primary health care, vaccines, organization of vaccination, community participation, training of personnel, evaluation of immunization programs, and accelerating the implementation of immunization programs. The section on storage and sterilization techniques focuses on reasons for the cold chain, management of vaccine supplies, needed facilities and their use, monitoring the cold chain, and training persons responsible for maintaining the cold chain. An appendix briefly discusses the activities of a resarch unit known as the GRET/GERES (Groupe de Recherches et d'Echanges Technologiques/Groupe Energies Renouvelables) renewable energies unit, which is concerned with the use of renewable energies and the reduction of the technical and economic burden of energy on health organizations. (RH)

ED 285 665 PS 016 702

O'Connell, Martin; Bachu, Amara

Who's Minding the Kids? Child Care Arrangements: Winter 1984-85. Data from the Survey of Income and Program Participation. Household Economic Studies.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- May 87

NOTE- 49p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 703-088-00008-2, $2.75).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)

DESCRIPTORS- Children; Costs; *Day Care; Day Care Centers; Early Childhood Education; *Employed Parents; Family Day Care; Mothers; National Surveys; Questionnaires; School Age Day Care; *Statistical Data; Tables (Data)

Statistics are presented in chart and graph form on an estimated 26.5 million children under the age of 15 whose mothers were employed either part-time or full-time during the winter of 1984-85. How these children were cared for while their mothers worked, the complexity of these arrangements, the accompanying daily disruptions in the mother's work schedule, and the financial costs attributable to child care services are some of the topics examined. Appendices include an overview of the Survey of Income and Program Participation (SIPP) conducted, definitions, an explanation of the source and reliability of the estimates, a discussion of the quality of data collected, and a facsimile of the survey questionnaire. (Author/PCB)

ED 285 666 PS 016 705

Block, Jack
Longitudinal Antecedents of Ego-Control and Ego-Resiliency in Late Adolescence.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- NIMH-16080
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; Individual Characteristics; Longitudinal Studies; *Parent Influence; Predictor Variables; Psychological Patterns; *Sex Differences
IDENTIFIERS- *Ego Control; *Ego Resiliency

Ego-control and ego-resiliency were evaluated in seven assessments conducted when subjects were 3, 4, 5, 7, 11, 14, and 18 years old. Ego-control refers to an individual's tendency to express or contain impulses, feelings, and desires. Ego-resiliency refers to the capacity to modify one's modal level of ego-control as a function of environmental context. In 106 high school seniors who were followed longitudinally, early correlates of later control and resiliency were identified. Information was also obtained from parents. For both sexes, there is ordering consistency of ego-control from nursery school through late adolescence. Resiliency in boys shows appreciable consistency from early childhood to age 18. For girls, there is a sliding transformation over the years; early resiliency does not relate to later resiliency. Undercontrol is foretold for girls by emotion-expressing, independence-encouraging, nontraditional parents, and for boys, by paternal impatience and disappointment, maternal self-centeredness, and family environments which are neither child-oriented nor child-supportive. Factors which foster relative under-control in girls foster the mastering of under-control in boys. Interactions of mothers and fathers with their daughters related strongly to later resiliency. Maternal encouragement, pleasure, and patience with 4-year-old daughters predicted resiliency. Resiliency in boys was foretold by similar maternal interactions and, in addition, paternal emphases on high standards and rationality in the context of a warm relationship. (RH)

ED 285 667 PS 016 709

Backus, Olga; And Others
The Kindergarten Curriculum Guide and Primary Project Implementation Guide.
Prince George's County Board of Education, Upper Marlboro, Md.
PUB DATE- 84
NOTE- 1,071p.; Some pages may not reproduce well due to small, light type.
LANGUAGE- English
EDRS Price - MF08/PC43 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Creativity; Curriculum Guides; *Elementary School Curriculum; Games; Health Education; *Kindergarten; Language Arts; *Learning Activities; Mathematics Education; Motor Development; Music Education; Parent Participation; Primary Education; Public Schools; *Reading Readiness; Science Education; Social Studies
IDENTIFIERS- *Maryland (Prince Georges County); Recipes (Food)

A curriculum guide is provided for the kindergarten program in the public schools of Prince George's County, Upper Marlboro, Maryland. The sections of the guide, which follow a brief introduction and glossary, focus on (1) characteristics of the kindergarten child; (2) classroom organization; (3) early identification and intervention programs; (4) language arts/reading; (5) mathematics; (6) health education, science, social studies; (7) art; (8) music; (9) creative expression; (10) motor development; (11) finger plays, games, and recipes; (12) parent involvement; (13) books for teachers and a reference bibliography; (14) a summary of the topics and skills presented in the kindergarten instructional program; (15) various administrative bulletins outlining procedures; (16) a kindergarten teacher's student observation form; (17) a description of Prince George's County Chapter One Program; and (18) a form for evaluating the curriculum guide. The final section of the work contains The Primary Project Implementation Guide, a guide to a diversified language arts program within the kindergarten curriculum. This program introduces children to the alphabet and the sounds of the English language. (RH)

ED 285 668 PS 016 712

Hesse, Petra
Piaget's Model of Emotional Development.
PUB DATE- May 87
NOTE- 20p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987). Tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Cognitive Development; *Developmental Stages; *Emotional Development; Infants; Models; *Moral Development; *Piagetian Theory
IDENTIFIERS- *Theoretical Analysis

Piaget systematically attempted to relate cognitive, moral, and emotional development in infancy, childhood, and adolescence. In his view, cognitive and emotional development show parallel, complementary courses of development, with cognition providing the structure and emotion the energy of development. Just as children go through stages of cognitive development, they likewise display emotional development that can be thought of as containing qualitatively new emotional expressions and experiences which are characteristic of different levels of development. Although emotional development is closely tied to cognitive development in infancy, it appears to be more closely related to moral and social development in childhood and adolescence. This paper (1) briefly summarizes Piaget's explicitly held position on the relationship between emotional, cognitive, and moral development; (2) presents a reconstruction of Piaget's data on infants', children's, and adolescents' emotions; and (3) compares Piaget's explicit theoretical statements about emotional, cognitive, and moral development with the reconstruction of his database. It is concluded that Piaget's "data" support his theoretical claims, and that the close connection between cognitive and emotional development during infancy paves the way for the equally close link between emotional and moral development during childhood and adolescence. (RH)

ED 285 669 PS 016 714

Alawiye, Osman; Alawiye, Catherine Zeimet
Self-Concept Development of Gambian Elementary School Children.
PUB DATE- 83

NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Elementary Education; *Elementary School Students; Foreign Countries; Grade 2; Grade 4; Grade 6; Grade 8; *Self Concept; Sex Differences
IDENTIFIERS- *Gambia; Students Self Assessment Inventory

This study examined the self-concept of elementary school children enrolled in grades 2, 4, 6, and 8 of schools in the West African country of Gambia. Measures of self-concept in the areas of physical maturity, peer relations, academic success, and school adaptiveness were obtained from 156 students. The mean scores of the students were subjected to a series of two-way analyses of variance. Independent variables were sex and grade level. For the dependent variables, each area of self-concept was subdivided into three subsets: self-knowledge, self-esteem, and self-ideal. Results indicated that grade level was the most important variable in the self-concept development of the students, a finding supporting previous studies. The effect of sex, however minimal, was sometimes associated with grade level, a result which contradicts findings on children of Western culture which indicate that the role of sex is negligible. Overall, analyses suggest that (1) the patterns of self-concept development among Gambian school children were different according to the self-concept area being tested, and (2) the developmental experiences of school children in Gambia were similar to those of students in Western culture. (Author/RH)

ED 285 670 PS 016 725

Monroe, Marian; And Others
Child Day Care Attendance in Fiscal Year 1985.
Texas State Dept. of Human Resources, Austin.
PUB DATE- Oct 86
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Costs; *Day Care Centers; *Delivery Systems; Differences; Enrollment; Questionnaires; Regional Characteristics; *State Programs; State Surveys; Tables (Data)
IDENTIFIERS- *Texas

In July of 1986, the Legislative Budget Board requested that the Texas Department of Human Services (DHS) provide information concerning the number of absences in DHS-paid child day care during fiscal year 1985, and the costs associated with the absences. To fulfill this request, DHS conducted a study to (1) identify by provider type the numbers and costs of DHS-paid, full-day equivalent units of service provided when enrolled children did not attend; (2) determine the extent to which non-attendance was related to holidays and closings as opposed to children's absences; and (3) analyze variations in attendance patterns by provider type, month, and region. Questionnaires were mailed to all 473 child day care providers who were under contract or agreement; 239 usable questionnaires were returned. Returned questionnaires accounted for 88% of the units purchased by DHS in fiscal year 1985. Findings are discussed in terms of patterns of absenteeism, reasons for absence, co-pay collections and attendance, cost of unattended units, and eligible but unbilled enrollment units. Included with the 12-page report are 21 pages of tables, eight charts, and copies of survey instruments and correspondence. (RH)

Kohn, Amy S.; Landau, Barbara
Does the Concept of Density Develop? Judgments of Sinking and Floating.
PUB DATE- May 87
NOTE- 16p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Development; *College Students; *Concept Formation; Evaluative Thinking; *Knowledge Level; Piagetian Theory; *Preschool Children
IDENTIFIERS- *Density; *Physical Properties

Two experiments were conducted to assess the nature and extent of children's knowledge about the density of objects. In the first experiment, 18 children 3- to 5-years-old were shown 8 objects which were placed in water 1 at a time. The children were later asked to judge whether the objects would sink or float when placed in water. Findings indicated subjects were sensitive to substance, with high accuracy in their judgments for objects made of metal; errors were not connected to size or absolute weight. However, a large number of errors occured, particularly in regard to the heaviest wooden object, which suggests that subjects' judgments were linked to the weight of an object relative to its substance. Such judgments may indicate the core of a concept of density. Experiment 2, while controlling for volume, explored whether children were likely to judge floatability by substance, absolute weight, or relative weight. Participants were 10 college students, five 6-year-olds, and five 4-year-olds. All showed that neither absolute weight nor substance was the basis for their floatability judgments. Adults and children made the most errors on the same small number of objects which were near the boundary between floatability and sinkability. Findings suggest that a rudimentary concept of density exists which depends neither on simple, heuristic rules, nor on prior, perhaps even more simple concepts, such as that of weight. (RH)

Horowitz, Frances Degen
The Multiple Partnership: Scientist, University, Agency and Government.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; Agency Role; *Child Development; *Financial Support; Government Role; Higher Education; *Political Issues; *Research; *Sciences; Sociocultural Patterns; Universities

In the United States, support of science is heavily dependent upon the human element of effective advocacy. Such advocacy is the linking factor between universities, agencies, foundations, and the government. Governments customarily set the overarching tone for scientific activities and for ground rules guiding advocacy for science. In this country, a partnership exists between universities, the government, and agencies, and these institutions are linked by individuals who disseminate and transmit the ideas, proposals, and advocacies that shape programs ultimately established. Individuals chosen to advocate particular research programs must possess and display political sophistication, a knowledge of the value systems under which agencies must operate, and a realistic understanding of the limitations of budget, cycles of time, and other sources of pressure. Universities become part of the partnership because they supply the base resources for science. Unlike the federal agencies, they have not been intrinsically drawn to particular problem areas by their own mandates. In the universities, advocates for the sciences concerned with children, child behavior, and child development will have special responsibilities when they are confronted by pressures for applied research to meet social and economic needs. Such pressures will increase in the future.(RH)

ED 285 673 PS 016 735

Gelb, Steven A.
Generic Pronouns in Early Childhood Education: Were There Female Dinosaurs, Too?
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Animals; Early Childhood Education; Females; Males; *Preschool Children; *Pronouns; *Sex Bias; *Teacher Influence; *Teaching Methods
IDENTIFIERS- *Generic Pronouns

Two studies were conducted to (1) discover how often and in what contexts preschool children might hear generic male pronouns, and (2) gauge the extent to which young children have assimilated the idea that the general case of biological being is male. In order to determine when children hear generic male pronouns, regular observations of teacher-centered circle time sessions were made for a one-year period. Generic male pronouns were used most often when lessons focused on animals; when other topics were discussed, generic pronouns were seldom used. Teachers also used specific male pronouns for animals whose gender was unknown. In addition, it was found that male pronouns were used much more often than female pronouns in traditional stories, fingerplays, and songs. In the second study, 80 children from three and one-half to five years of age were asked to make up stories about drawings of a baby, a rabbit, and a dinosaur of indeterminate gender. Both boys and girls overwhelmingly attributed maleness to each of the pictures. Results from these studies point to the need to train teachers to consciously work to eliminate sexism in early childhood education. (PCB)

ED 285 674 PS 016 737

Radke-Yarrow, Marian
Parental Depression and Child Disturbance.
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Behavior Patterns; *Child Development; *Child Rearing; *Depression (Psychology); Mothers; *Parent Child Relationship; *Parent Influence; *Parents; Young Children

Families in which one or both parents are diagnosed as being depressed are observed in this ongoing study of how the behavior of depressed parents relates to the child's present and long-term development. Each family which enters the study has a child approximately two years old and a child between five and seven years old. Families are initially observed for three half-days in a research apartment setting. A second assessment is conducted three years later. The findings are primarily from the first assessment, with some from the second, and emphasize data on the behavior of depressed mothers. Findings on the child rearing behaviors of mothers indicated that while there are behaviors common to depressed mothers as a group, there are also unique and extreme patterns which appear in subgroups of depressed mothers. Such patterns include (1) extremely high frequencies of negative affect, (2) evidence of mixed messages given to the child, and (3) displays of tense and prolonged physical affection. (PCB)

ED 285 675 PS 016 738

Radke-Yarrow, Marian
A Developmental and Contextual Analysis of Continuity.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Developmental Continuity; *Research Methodology; *Research Needs; *Research Problems
IDENTIFIERS- Conceptual Analysis; *Context Effect; Critical Analysis; *Process Research

Many studies measure developmental continuity in terms of an individual's maintenance of position on a given variable relative to the group studied. Such a measure is external to the individual and without reference to the function of the behavior for the individual. Research also tends to deal with variables rather than persons as the entities of interest. Studies have constructed a purely statistical relationship of similarity from a certain time in the course of development to a later time. However, if studies of continuity in development are to provide information about the course of development, an altered approach to research is needed. Such an approach would follow the course of development and attempt to ascertain the underpinnings that initiate, or subsequently promote, the behavior in question. This approach requires that the contexts of development be taken into account. By ignoring the potent consequences of enduring and temporary contexts, the context of developmental stage, and other contexts, such as that of measurement, researchers introduce unknown, and possibly serious, assessment errors and increase the likelihood that they will deal with surface similarities of behavior and neglect functional similarities. By taking contexts into account, researchers gain leverage in looking for multiple and alternative influences underlying development. (RH)

ED 285 676 PS 016 741

Terrisse, Bernard; Joly, Diane

Preschool Education: A Responsibility To Be Shared with Parents.
PUB DATE- Sep 86
NOTE- 28p.; Paper presented at the Forum d'Education Familiale (Mons, Belgium, September 2-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; Attitude Change; *Discussion Groups; Early Childhood Education; Foreign Countries; *Intervention; Learning Problems; *Parent Participation; Participant Satisfaction; *Preschool Children; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Early Intervention Programs; *Family Education Program; *Quebec (Montreal)

Reported are findings on the effectiveness of the Family Education Program (FEP) of the Early Childhood Intervention Project, a program of the Social and School Adjustment Research Group of the University of Quebec in Montreal. In general, the findings suggest that, under certain conditions, it is possible to get parents to participate in an educational intervention with their preschool children. The first half of the paper establishes the rationale for the FEP and outlines, by way of illustration, the content of the first 2 of 12 FEP sessions. All sessions require active participation of parents, and consist of discussion, training, and knowledge acquisition periods. These periods mainly concern children's behavior, language, psychomotor abilities, reasoning, and emotional expression. The remainder of the report focuses on program evaluation findings about (1) the frequency of parent participation at sessions; (2) the degree of parent satisfaction; and (3) change in parents' attitudes and educational practices. (RH)

ED 285 677 PS 016 742

Bergin, Christi A. C.
Mother-Child Interaction and Prosocial Development in Toddlers: A Multivariate Study Using the Living Systems Framework.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arousal Patterns; *Individual Development; Mothers; *Parent Child Relationship; *Parent Influence; *Prosocial Behavior; Systems Approach; *Toddlers

The Living Systems Framework was used to generate four categories of parent behaviors that might affect processes responsible for eliciting prosocial behavior in children: (1) teaching values, rules, and standards; (2) providing opportunities for rehearsal and mastery; (3) providing opportunities for self-regulation and self-control; and (4) providing social and emotional support. Data on parent and child behavior were obtained through questionnaires and observations made over a 6-week period in home and play group settings. Assessed prosocial behaviors of children were compassion, amiability with peers, remorse, and obedience. Each behavior was assessed in the presence or absence of rule, and in the presence or absence of another person in distress. Subjects were 28 mothers and their firstborn, home-reared children between the ages of 20 and 31 months, with a mean age of 2 years. Results suggested that in young children prosocial behavior may be more a function of learning prosocial scripts and habits than learning principles of conduct. Thus child prosocial behavior correlated most strongly with provision of opportunities for rehearsal and mastery of prosocial behavior, and not at all with the teaching of values, rules, and standards. Provision of social and emotional support correlated with most of the child prosocial behaviors. Finally, mothers' provision of opportunities for self-regulation and self-control was correlated with child prosocial behaviors involving the presence of rules, suggesting that highly controlling techniques may detract from their intended effect. (RH)

ED 285 678 PS 016 743

Bergin, Christi A. C.
Relations among Prosocial Behaviors in Toddlers.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; Cooperation; Empathy; Interpersonal Competence; Mothers; Obedience; *Prosocial Behavior; *Toddlers
IDENTIFIERS- Happiness

Nine individual prosocial child behaviors of 2-year-olds were obtained from mothers and caretakers. These behaviors were combined into a fourfold scheme which was then used to assess child prosocial behavior outside a laboratory setting. In addition, the two dispositional attributes of sociability and happiness were assessed. Observations of 28 toddlers, ages 20 to 31 months, were made over a six-week period in both the home and in a play group setting. Data on child behavior were also obtained through questionnaires completed by mothers. When results were compared with studies of four- and five-year-olds, it was concluded that children may become less prosocial with age. There was also sufficient interrelatedness among the specific behaviors that it may be possible to view prosocial behavior as a coherent construct. Data also showed that obedience to adult requests stood empirically apart from other prosocial behaviors, suggesting that prosocial behavior involving adults may be qualitatively different from that involving peers. Finally, empathy also stood empirically apart from the other prosocial behaviors, suggesting that it may not be a critical component of, or precursor to, the display of prosocial behavior. (PCB)

ED 285 679 PS 016 745

Lightfoot, Cynthia
Social Contributions to the Equilibration of Action Schemes: A Longitudinal Study of Locomotion.
PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Children; *Individual Development; Infants; Longitudinal Studies; *Motion; Parents; *Perceptual Motor Learning; Piagetian Theory; *Social Influences; Theories
IDENTIFIERS- Critical Analysis; *Equilibrium (Piaget)

According to Jaan Valsiner, development takes place within culturally structured environments jointly organized by the activities of children and the people around them. When overlap between promoted activity and the child's zone of proximal development exists, the structure of action that results from the interplay of the two is internalized by the child. This internalization constitutes development. Valsiner's perspective expands on Piaget's portrayal of structural genesis and change. Specifically, disequilibration may be considered as the result of asymmetries between the child's endogenous action structures and the exogenous, microgenetic (that is, occuring between the child and its environment) structures organized between the child and more capable individuals. Disequilibration, therefore, may be socially induced. Furthermore, it may be expressed in the child's sensorimotor and affective actions. These actions signal to others about need states. Caregivers may reorganize microgenetic transactions in ways that regulate the disequilibration. It is proposed, in contrast to Piaget, that the affective system, in addition to regulating the functioning of intellectual structures, may also modify the microgenetic structures that are internalized over time. This position is illustrated in a report of empirical observations of a 25-week-old girl who was videotaped for 12 weeks after she became interested in exploring and moving on and around a step which was located between two floor levels in her home. (RH)

ED 285 680 PS 016 747

Landesman, Sharon; And Others
The Family Environment: The Combined Influence of Family Behavior, Goals, Strategies, Resources, and Individual Experiences.
PUB DATE- 17 Apr 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aesthetic Values; Cognitive Development; Cultural Awareness; Emotional Development; Family (Sociological Unit); *Family Environment; Health; *Individual Development; Interdisciplinary Approach; *Models; Moral Development; Physical Development; *Research Design; Social Development; *Social Influences; *Systems Approach
IDENTIFIERS- Conceptual Analysis

This paper describes a conceptual framework for studying the family environment that (1) incorporates recent advances in understanding multiple social influences on behavior; (2) recognizes common and idiosyncratic characteristics of families as social units; (3) identifies research strategies that can be used to assess families; and (4) generates hypotheses about the reasons families function differently. The discussion begins with an exploration of basic issues used to conceptualize the family and its behavior as a unit. Subsequent discussion identifies major domains of family functioning, with the purpose of underscoring the importance of assessing the family environment in terms of its potential contribution to diverse aspects of development. Presented next is a conceptual framework designed to account for variation in the ways in which families function across domains. Four major elements relevant to family functioning are considered: goals, strategies for attaining goals, resources, and individual life experiences. The elements of the conceptual framework are referred to by the acronym, GSRI. After a description of the GSRI model, discussion focuses on the types of variables needed to apply the GSRI framework to a contextual analysis of family functioning, and considers other related methodological issues. The GSRI model is compared to three other approaches: the confluence and circumplex models and dimensional analyses of parenting behavior. (RH)

ED 285 681 PS 016 756

Pankey, Jerome S.
The Effects of TAG and SQ3R Study Skills Methods on the Academic Achievement of Junior High Students.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Education; Intermediate Grades; Junior High Schools; *Junior High School Students; *Study Guides; *Study Skills; *Teaching Methods
IDENTIFIERS- SQ3R Study Formula; *Textbook Activity Guides

This paper focuses on ways to enhance the study skills of students in the middle grades, and describes the use of study guides, textbook activity guides (TAGs), and the Survey, Question, Read, Recite, Review (SQ3R) technique of textbook study. Research on the use of the techniques is reported. It is concluded that the proper use of study guides can help students attain independence and combine process and content for successful learning from content area text. Furthermore, significant student achievement may be attained if content area teachers develop instructional study guides to help students become motivated, self-directed, and eager to learn. (RH)

ED 285 682 PS 016 758

Weimer, Kimberly A.

The Effects of Progressive Relaxation on the Frequency of Classroom Disruptions of Low Income First Grade Students.

PUB DATE- 87
NOTE- 110p.; A research project report, Mercer University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Problems; *Classroom Environment; Classroom Research; *Elementary School Students; Grade 1; Guidelines; Incidence; Low Income Groups; Primary Education; *Program Effectiveness; *Relaxation Training; *Stress Variables

The purpose of this study was to determine if training in progressive relaxation would reduce the frequency of classroom disruptions of low income first grade students. A total of 22 students in one classroom were randomly assigned to an experimental or a control group. A frequency count of classroom disruptions was made for 5 days before the treatment period. Treatment consisted of instructing experimental subjects in progressive relaxation for 10 to 15 minutes for 10 days; control subjects received no instruction. Frequency counts of classroom disruptions were made during the last 5 days of the treatment period and a week after the completion of the treatment. Results of chi square analyses suggested that the treatment was effective in reducing the incidence of classroom disruptions and that the training was retained by the experimental group. It is concluded that progressive relaxation should be a part of the homeroom procedures at every grade level every day. Appendices provide related materials, such as a Child's Stress Inventory, lists of likely sources of stress in children from kindergarten to grade 4 and of symptoms of stress in grades 1 through 6, and guidelines for reducing stress in children through creative relaxation. (Author/RH)

ED 285 683 PS 016 759

Integrated Kindergarten Program: Sampler.
Fairfax County Public Schools, VA. Dept. of Instructional Services.
PUB DATE- 6 Feb 87
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Child Development; Early Childhood Education; *Integrated Curriculum; *Kindergarten; Language Arts; *Learning Activities; Learning Centers (Classroom); Mathematics Instruction; Music Activities; Physical Activities; Science Activities

This guide for the Integrated Kindergarten Program in the Fairfax County (Virginia) Public Schools presents the instructional kindergarten program in three strands. The first strand, integrated language arts, contains ten units that encompass social studies, environmental science, art, language arts, and health. This strand also contains computer literacy objectives, lessons to serve potentially gifted children, and optional home projects to involve parents and caretakers. The second strand, mathematics/science, incorporates a manipulative approach and includes activities in six instructional units: (1) free exploration, (2) sorting and classifying, (3) number concepts, (4) patterns, (5) comparing, and (6) number experiments. The third strand, music/movement, provides active learning experiences in music and physical education. All three instructional strands focus on the child's development. The curriculum also provides for a variety of learning centers to extend basic activities and to provide for small group and individual learning. (PCB)

ED 285 684 PS 016 760

Smith, Doris O.; Dunnington, Mary Cay
CAEYC California Kindergarten Survey, 1986.

PUB DATE- 15 Nov 86
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Teachers; Experiential Learning; *Kindergarten; Primary Education; State Surveys; *Teacher Attitudes; *Teaching Methods; Workbooks
IDENTIFIERS- *California; Didactic Teaching

The objectives of this research project were to find out (1) what is happening in kindergartens throughout California; (2) why teachers in these kindergartens do what they do in their classrooms; (3) how they feel about what they do; and (4) how children react to what happens in these kindergartens. An attempt was made to determine the relationship between didactic and experiential activities in the classroom. A committee of early childhood educators from the California Association for the Education of Young Children (CAEYC) developed a survey instrument designed to meet these objectives. Ten typical kindergarten activities were equally divided into didactic and experiential groups. Participants were asked how often they did each activity, how many children participated, why they did the activity, and how the children reacted to the activity. Survey results indicate that: (1) although kindergarten classrooms offered both didactic and experiential activities, the number of times offered combined with the number of children participating show a preponderance of didactic experiences; (2) didactic instructional experiences registered less interest from children than did experiential activities; (3) the percentages who checked "district or school policy" as reasons for doing reading and mathematics workbooks and diagnostic tests were higher than percentages for other categories; (4) children in California kindergartens have little opportunity for child-initiated choice; and (5) more than half of those who used reading workbooks indicated concern regarding academic pressure. A copy of the survey instrument and the survey results are appended. (PCB)

Condry, John; Bence, Patricia
The Non-Program Content of Children's Television.
PUB DATE- Apr 87
NOTE- 44p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Audiences; *Childrens Television; Comparative Analysis; Media Research; *Programing (Broadcast); *Television Commercials; Toys
IDENTIFIERS- *Public Service Advertising; Research Replication

Three studies were conducted to replicate and extend research on advertisements for children on Saturday morning television, and during children's programs at other times. Resarch focused on amount and frequency of advertisements, as well as the types of products advertised. Study 1 concerned the Saturday morning time period, when children constitute a majority of the audience. In study 2, children's programs broadcast at times other than Saturday morning were analyzed for nonprogram content. Findings of studies 1 and 2 were compared. Study 3 considered how many of the ads on children's television programs were for products that represent characters or ancillary props on television shows. A comparison of the findings of these studies with findings obtained in the 1970s revealed that the amount of time devoted to program and nonprogram content has remained remarkably steady. Findings on Saturday morning time slots revealed an inverse relationship between the number of ads and the number of public service announcements. Number of ads is directly correlated to audience size. Findings further indicated that ordinary viewers were exposed to well over 30,000 product ads per year, and that the types of products advertised to children have changed dramatically over the years. The current emphasis is on toys and games. References, figures and tables are appended. (RH)

ED 285 686 PS 016 762

Leubecker, Amye Warren; Springfield, Michael R.
Flashbulb Memory Revisited: Children Recall the Space Shuttle Accident.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cues; Elementary Education; *Elementary School Students; *Emotional Experience; *Kindergarten Children; *Long Term Memory; *Recall (Psychology); Research Methodology; Research Problems
IDENTIFIERS- *Challenger Disaster; Traumas

Addressing theoretical and methodological issues, the present study assessed the content, accuracy, and consistency of school-aged children's memories of a potentially emotional, historic event: the explosion of the Space Shuttle Challenger on January 28, 1986. A total of 345 children in kindergarten through eighth grade were tested. To examine the effects of delay and rehearsal, half were seen at intervals of 2 weeks and 2 months after the event, and half at the later time only. At the earlier time, half of the children were asked to recall freely, and were not prompted to give specific personal and factual information. Others were prompted. Free recall reports were scored according to Brown and Kulik's (1977) guidelines. The prompted recall protocols were scored for accuracy and uncertainty. In addition, answers to all questions for children who were tested twice were coded for consistency. Results suggested that children's memories for the event were not vivid, lasting, or consistent. Some of the younger children gave obviously false reports, and contradicted their earlier accounts at the later testing. It is concluded that the findings do not rule out a physiological explanation for the children's "flashbulb" memories. Physiological factors may have played a minor role in observed age differences in recall. (RH)

ED 285 687 PS 016 772

Malmstrom, Patricia M.; And Others
Twinshock: Twins Are a Hard Happiness. Issues in the Care of Multiple Birth Children.
California State Dept. of Health Services, Sacramento. Maternal and Child Health Branch.
PUB DATE- Jun 87
NOTE- 48p.; Portions of this report first appeared in three papers presented by TWINLINE to the International Society for Twin Studies Conference (Amsterdam, Netherlands, September 1986).
CONTRACT- 86-88791
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Child Rearing; Cultural Influences; *Developmental Stages; *Family Problems; Family Relationship; Identification; Infants; Mythology; Neonates; *Parents; Prenatal Influences; Preschool Children; Siblings; Toddlers; *Twins; Young Children
IDENTIFIERS- California; *Multiple Birth Family; Postpartum; *Psychosocial Factors

The multiple-birth family must struggle to cope with extraordinary issues with little or no information or support, and with little understanding from the community at large. This paper describes such issues and their impact on the lives of families of twins, triplets, quadruplets, and quintuplets from conception through adolescence. An introduction offers facts about twins, risk factors, the TWINLINE service agency, population diversity, lack of resources, psychosocial risks, and common needs of parents identified in TWINLINE service records. Psychosocial issues affecting multiple-birth families are then discussed. Sections of the report concern pre-conception issues, diagnosis, the prenatal period, postpartum issues, going home from the hospital, care of newborn multiples at home, infancy, the toddler and preschool period, school age, teenage years, supertwins (triplets, quadruplets, and quintuplets) and the twin relationship. It is concluded that the unique stresses on California's approximately 50,000 multiple-birth families deserve special attention from medical and social service organizations. Recommendations are offered for supportive policies, education, service delivery, and research. (RH)

ED 285 688 PS 016 773

America's Child Care Needs: The 1987 AFSCME National Secretaries Week Opinion Poll.
American Federation of State, County and Municipal Employees, Washington, DC.
PUB DATE- 22 Apr 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Delivery Systems; *Employed Parents; *Employee Attitudes; *Federal Government; *Government Role; Middle Class; National Surveys; Needs Assessment; Opinions; Social Problems

A nationwide poll of 600 working Americans indicated extensive support for increased child care programs and for government policies that support and expand child care for working parents. Responses suggested that (1) the greatest support for increased child care comes from middle-class families and workers; (2) the need for improvements and expansion of services is recognized by those currently using child care; (3) many young parents' satisfaction with child care arrangements is limited by concerns about cost, quality, and availability; (4) inadequate child care services affect employment and promotion opportunities. Respondents extensively supported strict and uniform standards for the licensing of child care facilities, and an expansion of public school services to include a full day of optional child care during kindergarten. Other results showed that 12 percent of working parents with children under age 6 in child care have child care funded wholly or partially by their employer, and fully 36 percent of parents with children in child care prefer a more flexible work schedule in order to make more convenient child care arrangements.

It is concluded that employers and the government are not responding adequately to child care needs, and that a national strategy is needed. (RH)

ED 285 689 PS 016 774

Birckmayer, Jennifer; And Others
Parent Express. A Month-By-Month Newsletter for You and Your Baby. Revised.
California Univ., Berkeley. Cooperative Extension Service.; Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Feb 84
NOTE- 121p.
AVAILABLE FROM- Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, NY 14850 ($5.50 for set of 15 newsletters).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Breastfeeding; *Child Development; *Child Rearing; Fathers; Guidelines; Individual Characteristics; *Infants; Mothers; *Parent Education; Parenthood Education; *Parenting Skills; Parent Materials; Parent Role; Play; Safety

All fifteen issues of a monthly eight-page newsletter for parents of infants are provided in this document. The first three issues offer advice on becoming a parent, preparing for childbirth, and caring for the baby at birth. The remaining 12 issues take up in sequence each of the baby's first 12 months of life. Parents are informed about characteristics of children at each age, given advice on safety and solving common problems of parenting, offered suggestions about playing with their infant, and given feeding advice appropriate to each stage of the baby's development. Additional suggestions are offered on several incidental topics such as how to deal with tension and stress and setting family rules. (RH)

ED 285 690 PS 016 775

Sutton-Smith, Brian
Toys as Culture.
REPORT NO.- ISBN-0-89876-105-0
PUB DATE- 86
NOTE- 292p.
AVAILABLE FROM- Gardner Press, Inc., 19 Union Square West, New York, NY 10003 ($24.95, plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Cultural Context; *Economic Factors; *Family Relationship; Infants; *Instructional Materials; Marketing; Play; Social History; *Technology; *Toys; Young Children
IDENTIFIERS- *Contextual Analysis

This interpretive book explores some of the contexts in modern American society within which toys seem to be very important and discusses some of the conflicting interpretations regarding those contexts. Part I, which concerns the toy in the family, discusses the toy as bond and obligation, as solitariness, and as consolation. Part II discusses the toy as technology, focuses on video games and the toy as machine, the technology of toys for infants, and toys as tools for infants. The toy as education is the theme of part III. Discussion in this section explores the toy as achievement, as the work of the 1-year-old, and as play and work during the child's second year. Part IV, which concerns the toy as market, discusses the toy as novelty and agency, describes the idealization of toys, and offers conclusions. In addition, the larger context of history is explored in order to discover forces that seem to underpin what is said about family, technology, and education. It is concluded that the discussion turns on the four toy contexts, eight ideological interpretations, and three kinds of toys: toys of acquaintance, toys of age- and sex-stereotypes, and toys of identity. Notes, a list of informants, and a selected bibliography are appended. (RH)

ED 285 691 PS 016 778

Cox, Brian D.; And Others
Children's Generalization of Strategies: An Historical Perspective on Transfer.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Memorization; *Problem Solving; *Theories; *Transfer of Training; *Young Children
IDENTIFIERS- Connectionism; Gestalt Psychology; Thorndike (Edward L)

As an aid to contemporary research, this paper examines historical ideas about young children's use of strategies for memorization and the transfer of such strategies to different contexts. Discussion focuses on (1) current approaches to inducing transfer of strategies; (2) Thorndike and Woodworth's concept of identical elements; (3) Gestalt psychology and transfer by insight; (4) a comparison of Gestaltists' and Thorndike's positions on teaching the concept of area; (5) contributions of Thorndike and the Gestaltists to present transfer research; and (6) past insights and future directions. Inspection of the controversy between connectivists and Gestaltists suggests that their differences have been overemphasized, and that similarities between the two positions can inform the present view of the developmental transfer literature. Moreover, the differences in the two approaches suggest different, but complementary, ways of instructing children to transfer problem-solving techniques to new contexts. (RH)

ED 285 692 PS 016 779

Wortham, Sue C.; Scherrer, Mary

How Do Young Children Say They Play? The Play Preferences of Five- and Six-Year-Old Children.

PUB DATE- 1 May 87
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Childhood Education International (Omaha, NE, April 30-May 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affluent Youth; Childrens Games; Kindergarten Children; Low Income; Outdoor Activities; *Play; Pretend Play; *Socioeconomic Status; Television; Toys; *Young Children
IDENTIFIERS- *Preference Patterns

This study was designed to gather information about the kinds of play engaged in by five- and six-year-old children. Two groups of kindergarten children, one from upper middle income families and the other from lower income families, were asked to name their favorite things to play with at home. Nine categories of home play preferences were identified. Four categories were preferred by children from both groups: dolls and stuffed animals, toys, outdoor play and games, and dramatic play. There were significant differences between the two groups. Although both groups chose dolls and stuffed animals most frequently, toys were the second most frequent choice for high income children, while low income children more frequently chose outdoor play. Dramatic play was named more frequently in the higher income group than in the lower. The play choices of children in this study reflected a blend of traditional and contemporary influences. (PCB)

ED 285 693 PS 016 786

Child Support: Need to Improve Efforts to Identify Fathers and Obtain Support Orders. Report to the Secretary of Health and Human Services.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-37
PUB DATE- Apr 87
NOTE- 82p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies are free of charge. Additional copies, $2.00 each. Orders must be prepaid by cash, check, or money order made out to Superintendent of Documents.)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; Fathers; *Federal Legislation; Identification; National Surveys; *Organizational Effectiveness; Program Evaluation; *Public Agencies; Public Policy; *State Government; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Child Support; Department of Health and Human Services; Paternity Determination; *Program Monitoring; Social Security Act Title IV D

The Government Accounting Office (GAO) conducted this review to learn about the potential impact of recent legislative amendments to the Child Support Enforcement Program and to determine (1) whether data compiled on program activities are sufficient and reliable for program oversight; and (2) whether efforts to determine paternity and obtain support orders for children receiving Aid to Families with Dependent Children (AFDC) are adequate and, if not, why not. Results showed that 4 of every 10 AFDC sampled children who needed paternity determinations or support orders did not receive them. Federal oversight was inadequate and state reporting on program operations was not sufficiently accurate and complete to enable interested parties to assess program performance. When they became eligible for AFDC, 7 of 10 children in the sample needed paternity determinations or support orders. For 42 percent of these, the child support agencies' efforts to determine paternity or obtain support orders were inadequate. After an executive summary and an introductory chapter, chapters 2 through 6 deal respectively with: (1) agencies' inadequate performance in pursuing paternity and support orders; (2) the need for improved federal and state oversight and reporting; (3) the expected impact of the 1984 amendments on paternity determination and support order establishment; (4) conclusions and recommendations; and (5) agency comments and the GAO's evaluation. Eight appendices provide related materials. (RH)

ED 285 694 PS 016 787

Ispa, Jean; And Others
Long-Term Effects of Day Care.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Blacks; *College Students; Conflict Resolution; *Day Care; *Early Experience; *Emotional Development; Infants; Preschool Children; Racial Differences; Sex Differences; Toddlers; *Whites
IDENTIFIERS- Developmental Patterns; Psychosocial Development

This study explored effects of early out-of-home care on college students' social and emotional development, academic achievement, and choice of profession. The sample included 736 white and 163 black college undergraduates in Missouri who were asked whether they had received part- or full-time care from a baby-sitter, teacher, or family day care provider during infancy, at age 2, and at age 4. Other information obtained included demographic data, high school and college grade point averages, number of extracurricular activities, major area of study, and preferences for employment after graduation. Participants were administered the Erikson Psychosocial Inventory Scale, a measure assessing respondents' resolution of conflicts associated with the first six of Erikson's psychological stages. Seven predominant patterns of child care emerged from the data. Among them, parent-only care in infancy stood out as the early child care arrangement most associated with high functioning among college students, especially men; it was followed by full-time day care at ages 2 and 4. Part-time care in infancy and at age 2, with full-time care at age 4, was the arrangement most associated with low scores. This was true for both races and for both sexes. Additional findings are discussed. (RH)

Grossman, Frances K.; And Others

Predictors of Mothering: A Longitudinal Study.

PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Family Characteristics; *Family Relationship; *Family Structure; Fathers; Longitudinal Studies; *Mothers; Nuclear Family; *Parent Child Relationship; *Predictor Variables; Preschool Children

This study examined the quality and quantity of interactions between mothers and their firstborn 5-year-olds. These interactions were considered longitudinally within the context of a family perspective. The goals were to delineate predictors of the quantity and quality of mothering from the women's adaptation and from their husbands' characteristics. Self-report scales, observations, and semistructured interviews were used. Demographic, not psychological or marital, characteristics were the strongest predictors of the time women spent with their 5-year-olds. No concurrent variables from women's lives predicted the quality of their interactions. However, concurrent variables from their husbands' lives predicted the extent to which mothers were able to support the autonomy and affiliation of their children. (Author/PCB)

ED 285 696 PS 016 941

Brown, George H.; Faupel, Elizabeth M.
The Assessment of Readiness for School: Implications for a Statistical Program. Report of a Planning Conference (Washington, D.C., January 13, 1987).
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-447
PUB DATE- 87
NOTE- 84p.; For reports from related conferences, see HE 020 862 and TM 870 644.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; *Data Collection; *Educational Assessment; Educational Policy; Kindergarten; Learning; *National Programs; Primary Education; *Psychometrics; Research Design; *School Readiness; *Statistical Studies
IDENTIFIERS- Center for Education Statistics

In January of 1987, a planning conference was convened by the Center for Education Statistics as part of an effort to study the feasibility of various approaches to the nationwide assessment of children's readiness for instruction in kindergarten and first grade. This report provides, in an appendix, the texts of the four commissioned papers presented at the conference: (1) Pamela A. J. Selden's "Readiness for School: A Teacher's Perspective"; (2) Virginia C. Shipman's "Basic Abilities Needed as a Precondition for School"; (3) David Elkind's "How Children Learn"; and (4) Lorrie A. Shepard's "The Assessment of Readiness for School: Psychometric and Other Considerations." Also provided in the report are brief introductory remarks concerning the conference; summaries of the presented papers; condensed statements of the principal viewpoints expressed in the conference discussions; a commissioned synthesizing paper by Lorin W. Anderson which concerns implications of the papers for the Center; and a summary of discussions, recommendations, and arguments advanced at the conference. The four conference papers are reproduced in Appendix A. Appendix B lists conference participants. Appendix C offers biographical sketches of the speakers. (RH)

ED 285 697 RC 015 939

Strawn, Harry B.
Developing Small Firms in Local Communities. Circular CRD-24.
Auburn Univ., Ala. Cooperative Extension Service.
PUB DATE- Sep 84
NOTE- 26p.
AVAILABLE FROM- Alabama Cooperative Expension Service, Auburn University, Auburn, AL 36849 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Community Resources; Economic Climate; *Entrepreneurship; Financial Needs; *Planning; Rural Areas; *Rural Development; *Small Businesses; Success
IDENTIFIERS- *Industrial Development; Legal Structures; *Small Towns

Focusing on small, independent businesses, this primer answers questions relating to starting and operating a new firm and how local development organizations can help in the process. The general pattern of the company forming process (displacement, disposition to act, credibility, and availability of resources) is discussed. Success factors for retailing, wholesaling, manufacturing, and service firms are outlined. Aspects of estimating relevant market areas for various types of firms are presented, supported with a table showing national averages of population per store for 41 categories of retail businesses. Advantages/disadvantages of sole proprietorship, partnerships, and corporations are detailed. Purposes and methods for establishing a local industrial organization to assist potential and existing small businesses are examined. Sources of continuing education and special programs for small businesses in Alabama are listed. A financial worksheet and extensive checklist which permit potential entrepreneurs to analyze themselves, finances, partners, customers, buildings, merchandise, inventories, legal considerations, advertising, pricing, and employees are appended. (NEC)

ED 285 698 RC 016 242

Burnaby, Barbara; And Others

TESL Canada: Symposium on Language Development for Native Peoples (Winnipeg, Manitoba, Canada, March 27-28, 1982). Final Report.

PUB DATE- May 82
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; American Indian Languages; American Indians; Bilingual Education; *Canada Natives; Curriculum Development; *Educational Improvement; Educational Needs; Elementary Secondary Education; *English (Second Language); Foreign Countries; French; Instructional Materials; Language Arts; *Needs Assessment; Policy Formation; Program Descriptions; *Second Language Instruction; Teacher Education; Teacher Shortage
IDENTIFIERS- Canada; *TESL Canada

Twenty-four symposium participants from across Canada, all working in some way on language development in Native education, presented summaries of their work and then identified the most serious and widespread problems in the field and made recommendations for improvement. Six major problem categories were identified: (1) language and language problems are important throughout the school curricula, not merely in language arts programs; (2) communication and cooperation among all parties in Native education must be improved; (3) all teachers must be trained to understand and deal with language problems; (4) Native dialects of English or French must be better understood and respected by workers in Native education; (5) there is a shortage of teachers trained to deal with Native language development; and (6) there is a shortage of curriculum materials for Native language development. Recommendations addressing the problem areas dealt with adopting the principles of bilingual education, establishing communications among people involved in Native language development, improving teacher training, creating curriculum materials, and identifying sources of funding. Recommendations for TESL (Teaching English as a Second Language) Canada included instituting a special interest group and a newsletter to deal with issues of language in Native education, and organizing meetings on the subject. (JHZ)

ED 285 699 RC 016 258

Coudroglou, Aliki
Arizona Women in Poverty Hearings. Final Report.
Arizona Governor's Office of Women's Services, Phoenix.

PUB DATE- 86
NOTE- 86p.
AVAILABLE FROM- Governor's Office of Women's Services, 1700 W. Washington, Phoenix, AZ, 85007
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Welfare; Divorce; Employment Problems; Family Problems; *Family Programs; Family Structure; *Fatherless Family; *Females; Government Role; Hispanic Americans; Human Services; Labor Market; Personal Narratives; *Poverty; *Public Policy; Quality of Life; Sex Discrimination; Social Responsibility; Welfare Services
IDENTIFIERS- *Arizona

Prepared at the request of Arizona Governor Bruce Babbit, this report documents the state of poverty among women in Arizona and recommends an action plan that will alleviate their poor economic status. Discussion focuses on three factors identified as influencing conditions of poverty experienced by women: changing family structure, the labor market, and social supports. Discussion of changing family structure reviews factors such as differing mortality rates between men and women and changes in marriage behavior that have resulted in a staggering number of female headed households. Additional topics include the impact of teenage pregnancies, child support policies, and income transfer programs. The section dealing with the labor market summarizes demographics of working women, points out inequities in pay and work opportunities, and analyzes employment training policies and programs. The discussion of social supports evaluates programs concerned with education, affordable housing, child care, transportation, family planning, literacy, shelters for victims of abuse, nutrition, and health care. The final section of the report presents the recommended action plan, the Family Security System, intended to strengthen Arizona's families and based on the Health Maintenance Organization concept that maintaining wellness is economically smart and socially advantageous. (JHZ)

ED 285 700 RC 016 289

Frank, Lyle W.
American Indians and Vocational Rehabilitation: A Case Review Study of Former Clients.

PUB DATE- Sep 86
NOTE- 21p.; Paper presented at the National Research Symposium on Native American Rehabilitation (1st, Scottsdale, AZ, September 9-12, 1986).
AVAILABLE FROM- Lyle W. Frank, 501 W. Santa Fe #12, Flagstaff, AZ 86001 ($5.00 for presentation).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *American Indians; *Client Characteristics (Human Services); Disabilities; Educational Attainment; *Failure; Job Placement; Predictor Variables; Reservation American Indians; *Success; Tribes; *Vocational Rehabilitation
IDENTIFIERS- *Arizona (North)

A review of 80 case files of American Indians in Northern Arizona was undertaken to identify factors associated with clients who were found to be ineligible for rehabilitation services and clients who were successfully and unsuccessfully rehabilitated. The 11 dependent variables considered were severity of disability, physical or mental disability, single or multiple disability, disability duration in years, marital status, age, Native language usage, residence (on- or off-reservation), education level, access to transportation, and congruence between the client's expressed vocational interest and eventual placement at closure. The majority (73%) of the clients closed in status 26 (suitably employed for 60 days or more) had a nonsevere disability. The majority (63%) of clients closed in status 28 (eligible for services but not employed) had a severe disability. Severe disabilities ranged from quadriplegia to schizophrenia and other severe psychological problems. Nonsevere disabilities ranged from fractures to hearing impairment. The majority (83%) of clients closed as successful in status 26 had only one disability; 42% of the clients closed as unsuccessful in status 28 had more than one disability. Clients who entered the vocational rehabilitation system with more education were more likely to achieve successful rehabilitation than clients who had less education. (JHZ)

ED 285 701 RC 016 331

Migrant Education: A Consolidated View.
Education Commission of the States, Denver, Colo.
PUB DATE- Jul 87

NOTE- 41p.; Prepared by the Interstate Migrant Education Council.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Demography; Economic Factors; Educational Change; Educational Finance; Elementary Secondary Education; Federal Aid; Government Role; Higher Education; *High Risk Students; *Migrant Education; Migrant Problems; *Migrant Programs; Migrant Youth; Poverty; Program Descriptions; Quality of Life; Student Characteristics; Student Needs; Work Environment

The condition of migrant students is detailed in this report, which points out that the problems facing migrant students are shared by many at-risk students and the recommendations for migrant students apply to many segments of the at-risk population. Chapter 1 outlines migrant student demographics noting racial and ethnic minority status, limited English proficiency, high drop out rates, frequent unemployment, and low wages. Chapter 2 outlines legislative and funding history from the mid-1960s to today's network of interstate and intrastate cooperation designed to provide the continuity needed if migrant students are to move in and out of many schools in a year and still succeed. Chapter 3 describes advocacy groups and the service network. Chapter 4 discusses the impact of the educational reform movement on migrant education and points out opportunities and pitfalls. Chapter 5 contrasts migrants' contributions to the economy with their hazardous work conditions, meager wages, low status, and poor health. Chapter 6 argues that federal financial support is essential for migrant education and urges a commitment to equal access to education for the migrant population. Appendices include brief descriptions of innovative migrant programs and a summary in chart form of state educational reform efforts from 1982-1986. (JHZ)

ED 285 702 RC 016 336

U.S. Immigration Reform: The View from Across the Border.
League of United Latin American Citizens, Washington, DC.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Mar 86
NOTE- 26p.; Papers presented at a conference sponsored by the League of Latin American Citizens, February 14, 1986.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Collected Works - Serials (022)
DESCRIPTORS- Economic Factors; Federal Legislation; Foreign Countries; *Government Role; Immigrants; *Mexicans; *Migrant Problems; Migrants; *Socioeconomic Influences; *Undocumented Immigrants; Unions
IDENTIFIERS- Immigration; Immigration Impact; *Immigration Legislation; Impact; *Mexico; United States

Marking the first time that Mexican officials have spoken publicly on proposed United States immigration legislation, four leaders presented their personal views on the Simpson-Rodino legislation for immigration reform. They argued that a successful solution to perceived problems of migration between the United States and Mexico necessarily involves a bilateral search for answers; that legal restrictions will not deter migrants in search of a better life; that additional border security will increase both violent incidents and bilateral tensions; and that, because Mexico prefers to export goods, not labor, special understanding be given in trade issues. Maria del Carmen Marquez de Romero Aceves, senator from Baja California, emphasized the need for a bilateral approach. Heladio Ramirez Lopez, senator from Oaxaca, considered reciprocal advantages and disadvantages of migration. Mario Coria Salas, economics professor at the Instituto Politecnico Nacional in Mexico City, addressed the socio-economic impact of proposed United States legislation on Mexico and described the demographic and employment situation in Mexico. Pedro Ceron Gonzalez, founding member and current Secretary General of the Union de Braceros Agricolas Mexicanos, explained solutions proposed by the union. (NEC)

ED 285 703 RC 016 337

The English Only Movement: An Agenda for Discrimination. Special Convention Issue. The "English Plus" Project.

League of United Latin American Citizens, Washington, DC.

PUB DATE- Jun 86

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)

DESCRIPTORS- Access to Education; *Bilingual Education; Bilingualism; *Civil Rights; Cultural Pluralism; Democratic Values; English (Second Language); *Equal Education; Federal Legislation; *Language Usage; Minority Groups; Political Issues; Social Attitudes; *Social Discrimination; Spanish Speaking; Television; Voting

IDENTIFIERS- Canada; English Language Amendment; *English Only Movement; League of United Latin American Citizens

Six articles discuss various aspects of the English Only Movement while affirming the inalienable right of language minority individuals to equal educational opportunity and due process under the law and the right to maintain cultural and linguistic ties to their native heritages. Congressman Don Edwards considers bilingual ballots, explaining minority language provisions of the Voting Rights Act, and concluding that they have effectively and fairly insured the right to vote for all Americans. Congressman John McCain discusses the 1984 reauthorization of the Bilingual Education Act, emphasizing that the purpose of bilingual education is to teach English not to perpetuate ethnic division in American society. Senator Paul Simon views bilingual education as a way to provide limited-English-speaking students with equal access to education and allow them to participate fully in our economy and society. G. Richard Tucker draws from his experience and research with Canadian language immersion and bilingual programs to demonstrate the social and linguistic importance of achieving proficiency in the native language as well as in English. Robert C. Hitchens of the Spanish International Network dicusses the effects of widespread availability of Spanish language media. The final paper, by Mary Carol Combs and John Trasvina, spells out the negative consequences of the proposed English Language Amendment. (JHZ)

ED 285 704 RC 016 338

Political Education Manual.
League of United Latin American Citizens, Washington, DC.
SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- Jan 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Age; *Citizen Participation; Community Action; Cubans; *Elections; Ethnic Groups; Federal Government; Hispanic American Culture; *Hispanic Americans; Laws; Legislation; Lobbying; Mexican Americans; Political Power; *Politics; Presidential Campaigns (United States); Program Implementation; *Voter Registration; *Voting
IDENTIFIERS- League of United Latin American Citizens

Written to help Hispanics understand the electoral process more thoroughly and to encourage them to participate more actively in the political arena, this manual begins by describing the present status of the Hispanic electorate and then explains how laws are made, how Hispanics can influence legislation, and how to organize a voter registration drive. The section focusing on the Hispanic electorate points out that as the country's fastest growing population group Hispanics are accepted and courted as a significant political force. Discussion of problems includes noncitizen status of many Hispanics, poor voter turnout, low socioeconomic status, and non-registration. Analysis of Hispanic participation in the 1984 presidential election looks at presidential preference by ethnic group, education, income, and age. Opinions of different Hispanic groups pertaining to domestic budget cuts, nuclear freeze, amnesty, aid to El Salvador, military aid to the Contras, and other issues of interest to the Hispanic community are also examined. The section on laws provides a general description of both Houses of Congress and the legislative process followed by specific suggestions for influencing legislation. The final section of the handbook explains the steps to follow in order to develop and implement a Hispanic voter registration drive. (JHZ)

ED 285 705 RC 016 345

Blackadar, Ann Riley; Nachtigal, Paul
Cotopaxi/Westcliffe Follow Through Project. Final Evaluation Report.
Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- 30 Jun 86
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Change Agents; Change Strategies; Elementary Secondary Education; *Inservice Education; *Intervention; Program Descriptions; Program Evaluation; *Rural Education; Small Schools; Staff Development; *Student Improvement; Teacher Attitudes; Time Factors (Learning); Time Management; *Time on Task
IDENTIFIERS- Colorado; Effective Schools Research; Four Day School Week

One of four programs funded nationally to test the notion that increased efficiency in the use of student and teacher time would result in higher student achievement, the Cotopaxi/Westcliffe Project was unique in that the two Colorado districts involved were small, rural, and operated on a four-day school week. The 4-year intervention consisted of full day, monthly staff development sessions for both teachers and administrator. Content was drawn from effective schools research and conventional wisdom about educational practice and was intended to improve student achievement by providing inservice to their teachers. Peer observations and teacher support groups facilitated the change process. A research component was in place throughout the project to monitor "time-on-task/engagement rates" and student achievement. Baseline data indicated quite high engagement rates during the life of the project. Achievement scores did not reflect this same degree of increase. This final report presents: (1) a complete description of the project context; (2) content and process of the training provided; (3) effects of the inservice on teachers' behaviors and attitudes; and (4) changes in student engagement rate and achievement. Recommendations for other small rural school districts are offered on the basis of this effort. A technical appendix contains copies of the instruments used to collect data for the evaluation. (Author/NEC)

ED 285 706 RC 016 360

Marks, Ellen L.
Case Studies of the Migrant Education Program.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.
PUB DATE- Jul 87
NOTE- 153p.
CONTRACT- 300-85-0103
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; *Ancillary School Services; Case Studies; Counseling Services; Databases; Dropouts; Elementary Secondary Education; English (Second Language); Enrollment; Guidance Programs; Health Services; Migrant Education; *Migrant Programs; *Needs Assessment; *Program Administration; *Program Costs; Questionnaires; Resource Allocation; Salaries; State Agencies; Student Recruitment; *Student School Relationship; Transportation; Tutoring
IDENTIFIERS- California; Florida; Illinois; Massachusetts; *Migrant Education Program; Migrant Student Record Transfer System; Oregon; Texas

Intended for federal policymakers, this study examined four aspects of the Chapter 1 migrant education program: program administration, program services, students served, and program expenditures. Case studies were conducted in California, Florida, Illinois, Massachusetts, Oregon, and Texas between November 1986 and March 1987. State agencies and 10 project sites were visited in the 6 states. Study questions posed by the United States Department of Education were investigated. Some of the findings were that: some sites, even those with large migrant populations, chose not to participate in the program; most control over program decisions was at the local, not state, level; local initiative was the only source for inter- and intra-state coordination; project funds were generally allocated on a per pupil basis; and, different administrative models were used in the six states. Further, most resources and efforts were devoted to instructional assistance for students; various services were offered; eligible students were selected to receive services according to their needs; staff believed that children were present for more of the school year than was the case in previous years; and, salaries accounted for the largest proportion of program expenditures at the local level. Samples of documents used to report data are included. (JMM)

ED 285 707 RC 016 361

Adams, Brian F.

LILAC: A Program Enabling Primary-Age Spanish-Dominant Children to Learn the Language of Instruction.

PUB DATE- 87

NOTE- 170p.; Ed.D. Practicum Report, Nova University. Appendix 1 contains light print.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Bilingual Education; Dropouts; Educational Finance; Educational Philosophy; *English (Second Language); *Hispanic Americans; Immersion Programs; Language Proficiency; *Language Skills; *Limited English Speaking; Mainstreaming; Migrant Education; Multicultural Education; *Non English Speaking; Primary Education; *Program Effectiveness; Readiness; Resource Teachers; Skill Analysis; Spanish Speaking; Student Placement; Test Norms

IDENTIFIERS- Florida; Oral Proficiency Testing

A school on Florida's west-central coast was selected as the site for the Language Intensive Lab Accelerated Classroom (LILAC) program which was developed to address the need for a county-wide, objective-based educational program for non-English proficient (NEP) and limited-English proficient (LEP) Hispanic children in grades K-2. The number of enrolled children fluctuated around 28, with children being integrated into the normal curriculum as soon as they were ready. Instruction focused on language experiences in English, with emphasis placed on readiness concepts for success in the regular classroom and instructional mode, and conformed to the basic English for Speakers of Other Languages (ESOL) philosophy. Evidence showed that 93.75% of enrolled children raised their IDEA Oral Language Proficiency Test score by at least one level. In April 1987, the school agreed to apply to the State of Florida for funding, through a formula tied to "Drop Out Prevention." This funding would permit the employment of dedicated staff members. In 1987-88, the LILAC program will expand to include grades K-8. Appendices include references, language proficiency classifications (including identification, evaluation, and entry/exit criteria), sample lesson plans, data and status reports, and a chronology of events. (JMM)

ED 285 708 RC 016 362

Elliott, Judi
Rural Students at Risk.
Iowa Univ., Iowa City.
SPONS. AGENCY- North Central Regional Educational Lab., Elmhurst, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 46p.; Paper presented at the Annual Success for Students At-Risk Conference (1st, Chicago, IL, February 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrative Policy; Career Planning; Cooperative Programs; Counseling Effectiveness; Curriculum Development; Dropouts; Education Work Relationship; *High Risk Students; Interdistrict Policies; Parent Teacher Cooperation; Relevance (Education); Rural Economics; *Rural Education; Rural Environment; Rural Family; *School Community Relationship; Secondary Education; Shared Resources and Services; Stress Variables; *Student Educational Objectives; Truancy
IDENTIFIERS- Declining Communities; *Farm Crisis; Iowa; Isolation (Geographic); *Risk Factors

Identifying and describing students in rural schools who are at potential educational risk is the purpose of this study which involved extensive taped interviews with administrators, teachers and students in selected rural schools in Iowa. Various indicators of educational risk in selected rural environments suggest that students are decidedly disadvantaged by geographic isolation and economic decline. Achieving a high level of community support--beginning with the formation of an active, positive, cooperative relationship between and among students, teachers, administrators and parents--is a necessary step in attaining educational excellence. A collaborative effort with other districts is key to providing a full range of academic, vocational, and extra-curricular activities, and accessing technological advances otherwise unavailable. Curricula must be expanded to prepare students either to remain in their rural communities as contributing citizens, or to leave with confidence and skills. Viable vocational and occupational experiences, high quality personal counseling, and strong counselor-parent partnerships must be available to rural students if they are to maximize career attainment. (JMM)

ED 285 709 RC 016 363

Campbell, Anne

A Rural School Scoreboard.

PUB DATE- Oct 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Rural Education Association Conference (Cedar Rapids, IA, October 12-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Curriculum; Demography; Educational Change; *Educational Cooperation; *Educational Needs; *Educational Quality; Elementary Secondary Education; Program Content; Required Courses; Rural Economics; *Rural Education; *School Community Relationship; Teacher Recruitment
IDENTIFIERS- Excellence in Education

The educational reform movement, rural economy, and demographics of rural areas of the United States require, if not mandate, that partnerships be forged in education among and between people in rural areas, urban and suburban areas, states, and the nation to provide quality education for students who will become the leaders of tomorrow. Through task forces, which in most states had rural representation, the number of courses offered to all secondary students and requirements for graduation has increased. Sound educational content must be derived from district goals and expectations, based upon agreement of administrators, teachers, parents, and the community considering state and federal parameters. Local support of education must view education not only in terms of cost but investment. Rural teachers must be recruited and retained and welcomed into the fabric of community life. Demographics should be used to forecast educational needs and outcomes and to reinforce cooperative efforts. Coalitions formed to address these issues can spread the story of rural education and the role it plays in the pursuit of excellence in education. (NEC)

ED 285 710 RC 016 364

Richardson, Chris
Project S.E.E.D.S. (Student Excellence through Educational Development of Staff).
PUB DATE- Oct 85
NOTE- 10p.; Paper presented at the Annual National Rural Education Association Conference (Cedar Rapids, IA, October 12-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Cooperation; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Instructional Improvement; *Management Development; Program Descriptions; *Rural Education; School Districts; Small Schools; Staff Development; Student Improvement; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- *Administrator Effectiveness; Effective Schools Research; Iowa

Scheduled for implementation in 1985, Student Excellence through Educational Development of Staff (SEEDS) is a 3-year cooperative partnership between four rural Southwest Iowa school districts to provide comprehensive, long-term staff development that promises to heighten student achievement through increasing instructional/supervision skills of teachers/administrators at a cost of $5,000 per school. The program is based on effective schools research which links student achievement/learning to specific abilities of teachers to incorporate proven learning theory into their lessons. First-year activities will include preservice and inservice sessions for all administrators and a select cadre of teachers, student testing, and evaluation/planning. Second-year activities will provide preservice/inservice training for approximately 160 staff from the 4 schools and small group follow up by facilitators between inservice sessions. In the final year, administrators and the teacher cadre will be responsible for training new staff and any necessary retraining of all staff. Teacher/administrator results will be evaluated by observation and clinical supervision and changes in student achievement and attitudes will be measured using standardized achievement tests and attitude inventory scales. For success, the project will require a high level of cooperation as well as initiative, patience, flexibility, and openness. (NEC)

Swanson, Burton E.
Analyzing Agricultural Technology Systems: A Research Report.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Agriculture; *Comparative Analysis; Government Role; Information Technology; Information Transfer; *Information Utilization; International Programs; Linking Agents; *Models; *Public Policy; Research Design; Resource Allocation; Systems Analysis; Technology; *Technology Transfer
IDENTIFIERS- *Flow Analysis; International Agricultural Knowledge Systems

The International Program for Agricultural Knowledge Systems (INTERPAKS) research team is developing a descriptive and analytic framework to examine and assess agricultural technology systems. The first part of the framework is an inductive methodology that organizes data collection and orders data for comparison between countries. It requires and allows for adaptations to the realities of country contexts. The second part of the instrument is the descriptive/explanatory representation of a country's functioning technology development and transfer system, which takes the form of a flow system for each country. The flow system model reflects the actual operation of a country's agricultural technology system and highlights the strengths and weaknesses of individual systems. Both quantitative and qualitative data are collected and compared with norms that are being developed by examining the characteristics of successful systems. The four major functional components of the analytical framework are government agricultural policy, technology development, technology transfer, and technology utilization by farmers. This paper breaks down each major component into its constituent functions and tasks and identifies and describes the key indicators. It includes a directory of members of the INTERPAKS research team and a summary of the project's history and administrative structure. (JHZ)

Becker, William A.
Why Do Counselors Return to Work at Camp?
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adventure Education; Camping; *Counselor Attitudes; Counselors; Employee Attitudes; Employer Employee Relationship; Employment Patterns; Job Satisfaction; Job Skills; Labor Market; Labor Turnover; Outdoor Activities; *Outdoor Education; Program Administration; Program Attitudes; *Quality of Working Life; *Resident Camp Programs; Summer Programs; Travel; *Work Attitudes

The reasons that counselors in resident summer camps return to work are explored, taking into account the differences between private and agency camps, and differing attitudes of male and female camp counselors. A random sample of returning counselors at 15 private and 15 agency camps in the Northeast were selected for the study. Six attitudinal dimensions were identified to discover the most important factor in influencing the counselor's decision to return to work: stimulation or inspiration, living conditions and camp life, personal, camp administration, job-related experience, and travel and location. Results showed that agency counselors of both sexes had similar feelings towards the attitudinal dimensions, ranking personal considerations the highest. Private camp counselors had differing feelings: the males rated the personal dimensions highest, and the females felt the job-related experience was most important. Studies done in the 1950s and 1960s showed that counselors came to camp because they liked the outdoors, travel and fun. Today's counselors are more concerned with gaining job-related skills to help them compete in a vary competitive job market. Camp directors should examine their policies, procedures and traditions to increase the retention of counselors. (JMM)

ED 285 713 RC 016 368

Ruzicka, Susan Helen
A Two Year Study on the Effects of an Outdoor Residential Camp Experience with Handicapped Campers on the Self-Esteem, Attitude toward Handicapped Individuals and Locus of Control Scores of First Year Counselors.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Adventure Education; *Camping; *Counselor Attitudes; Counselors; *Disabilities; Employee Attitudes; *Locus of Control; Outdoor Activities; Outdoor Education; Program Effectiveness; *Resident Camp Programs; Self Concept; *Self Esteem; Summer Programs; Testing
IDENTIFIERS- Alabama; Attitude toward Handicapped Individuals Scale; Coopersmith Self Esteem Inventory; Rotter Internal External Locus of Control Scale

Research was conducted at Camp ASCCA (Alabama's Special Camp for Children and Adults) to investigate the effects of an 11-week outdoor residential camp experience with handicapped campers on their self-esteem, attitude toward handicapped individuals, and locus of control scores of first year counselors with no previous experience. Self-esteem was deleted from the study during the second year. The total number of subjects was 32 (16 males, 16 females) for the first year and 38 (19 males, 19 females) for the second. Four testing times were established; the day of arrival, the end of the fifth week, the last day, and 10 weeks later. The Coopersmith Self-Esteem Inventory, Rotter Locus of Control Scale, and Lazar Attitude toward Handicapped Individuals Scale were used. During the first year, the females' mean scores were more positive in attitude toward handicapped individuals, than the males. The second year data showed females to have more positive mean scores in attitude toward handicapped individuals, with the males having more internal locus of control. There was a statistically significant difference between the sexes during the first year ($p<.02$), but not during the second ($p<.50$). (JMM)

ED 285 714 RC 016 369

Howard, Gary; Neal, Colleen

The Native American Experience...A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.

Arlington School District No. 16, WA.
SPONS. AGENCY- Western Washington Univ., Bellingham.

PUB DATE- 81
NOTE- 36p.; For a related document, see RC 016 370.
AVAILABLE FROM- Arlington School District, The REACH Center, 600 East 1st, Arlington, WA 98223 ($4.00 each or $2.00 each, when part of classroom adoption).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian History; *American Indian Reservations; American Indians; American Indian Studies; Cultural Background; Cultural Differences; *Cultural Influences; Federal Indian Relationship; *Government Role; Land Acquisition; *Land Settlement; Racial Attitudes; Racial Discrimination; *Racial Relations; Relocation; Reservation American Indians; Secondary Education; Treaties
IDENTIFIERS- *Cultural Preservation

American history is looked at through the eyes of Native Americans. Chapter 1 covers legends and theories concerning the origins of the American Indians, the arrival of Columbus and the European stereotype of the American Indian, the early relationships between the Indians and Europeans, and the disputes over land. Chapter 2 discusses the United States government's policy to remove Indians from the lands east of the Mississippi, the ensuing court battles, and the Indian resistance to the westward expansion of the white population. Chapter 3 includes the Trail of Broken Treaties and the near destruction of the Indian culture, the modern Indian revival, and the contribution of the Indian people to the overall American culture. Each chapter has study questions. A map of the various regional groups and a 7-item bibliography are included. (JMM)

ED 285 715 RC 016 370

Howard, Gary; Neal, Colleen

The Mexican American/Chicano Experience...A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.

Arlington School District No. 16, WA.

SPONS. AGENCY- Western Washington Univ., Bellingham.
PUB DATE- 81
NOTE- 41p.; For a related document, see RC 016 369.
AVAILABLE FROM- Arlington School District, The REACH Center, 600 East 1st, Arlington, WA 98223 ($4.00 each or $2.00 each, when part of classroom adoption).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Background; *Cultural Differences; Culture Conflict; *Hispanic American Culture; *International Relations; Land Settlement; *Mexican Americans; Mexicans; Migrant Problems; Migrant Workers; *Modern History; *North American History; Racial Attitudes; Racial Discrimination; Racial Relations; Secondary Education
IDENTIFIERS- Chicano Movement; Chicanos

Events in American history are looked at through the eyes of Mexican Americans. Chapter 1 covers the American Indian (primarily Aztec) and Spanish background of the Mexican people, and the problems between the white settlers and liberal Mexicans living in Texas that eventually gave rise to the Mexican American War of 1846. Chapter 2 discusses the aftermath of the war and the treatment of the new Mexican American citizens who lost their land and ranches, and the Mexican migrant workers problems in recent years. Chapter 3 examines what the Mexican Americans have done to help fight prejudice and poor treatment, the Chicano Movement and the contributions of Chicanos to United States culture. Each chapter includes study questions, and a 9-item bibliography is appended. (JMM)

ED 285 716 RC 016 372

Edington, Everett D.

Study of Educational Aspirations of Preparatory School Students in Yemen.

PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *Agricultural Education; Career Choice; Developing Nations; *Enrollment Influences; Foreign Countries; Government Role; Information Sources; National Programs; Parent Influence; *Rural Education; Rural Urban Differences; Secondary Education; Student Attitudes; *Student Educational Objectives; Student Recruitment
IDENTIFIERS- *Yemen

To identify causes for low enrollment in secondary agricultural schools in Yemen, the United States Agency for International Development and the Yemen Ministry of Education surveyed 990 preparatory (junior high) students, examining their educational aspirations, differences between rural and urban youth, major influences on student aspirations, and the effect of information regarding agricultural schools on student decisions to attend. In spite of the fact that only 12% of preparatory students in Yemen matriculate in the secondary schools, all but seven students surveyed indicated that they expected to attend secondary school. Three-fourths of the students wanted to attend general education schools, and the next largest group wanted to attend agricultural schools. Most of those wishing to attend agricultural schools were from rural areas. Students identified their parents as having the greatest influence on decisions about education. Over 90% said they planned to go on to higher education, and most wanted careers in medicine, engineering, or the military. In contrast to student career preferences, Yemen has a great need for technical trained people and for teachers at all levels. The Ministries of Information and Education may seriously consider developing programs to communicate the countries needs to the parents and youth of Yemen. (JHZ)

ED 285 717 RC 016 378

Moss, Jeffrey W.
Evaluation of a Panamerican Agricultural Teacher Training Program.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Extension Agents; Foreign Countries; Foreign Students; *Inservice Teacher Education; *International Programs; Interpreters; Limited English Speaking; Needs Assessment; Non English Speaking; *Participant Satisfaction; Professional Training; Program Descriptions; Program Effectiveness; Program Evaluation; *Relevance (Education); Teaching Methods; Vocational Education
IDENTIFIERS- *Central America; Costa Rica; El Salvador; Guatemala; Honduras; Panama; *Panamerican Agricultural Teacher Training Program

During the summer of 1986, two groups of 25 agriculture teachers from Central America participated in 1-month training programs designed to improve their knowledge and use of effective teaching methods, to develop agricultural skills appropriate to Central America, and to provide a thorough understanding of Louisiana agricultural enterprises and culture. The program was conducted at Louisiana State University in cooperation with the Panamerican Agricultural Teacher Training School of Honduras (Zamorano) and sponsored by the United States Agency for International Development. Program evaluation included a needs assessment to identify the participants' perceived needs, evaluation of the relevance of each subject matter presentation, and a final evaluation of the entire training session. Four recommendations can be based on the findings of the program evaluation: (1) needs assessment prior to planning an international training activity is essential; (2) technical agriculture topics should emphasize practical ideas based on the needs assessment, and cooperative extension agents should be used in addition to traditional professors when planning and delivering technical agriculture presentation; (3) instruction through use of qualified interpreters can be effective; and (4) written material should be translated and made available to trainees especially when presentations are made with an interpreter. (JHZ)

ED 285 718 RC 016 379

Miller, Larry E.; Dlamini, Barnabas M.
The Swaziland Agriculture Teacher Education Program as Perceived by Professionals in Agricultural Education.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; *Agricultural Education; Developing Nations; Educational Needs; Foreign Countries; Higher Education; Inservice Teacher Education; Participant Characteristics; *Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Relevance (Education); Rural Education; Secondary Education; Student Teaching; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Educators; *Vocational Education
IDENTIFIERS- *Swaziland
Descriptive correlational research employing a mailed questionnaire was used to study perceptions of agricultural education professionals regarding Swaziland's preservice teacher education program in agriculture. Areas examined were student selection, student teaching, inservice education, teacher educators, coordination and linkage with other agencies, content, and competencies needed by agriculture teachers. A total of 116 useable questionnaires was returned from the target population consisting of all 128 professionals in agricultural education in Swaziland. The majority of respondents were teachers in secondary schools, males, relatively young, working in rural areas, held the associate degree, had low levels of experience in their work, received their training in Swaziland, and had not studied agriculture while in high school. Respondents perceived the agriculture teacher education program to be credible in terms of admission standards, qualification of faculty, and quality of technical and professional courses taught, but saw weaknesses in student teaching, conduct of inservice courses for agriculture teachers, coordination and linkage with other agencies, general courses taught, and skill training. Level of education slightly influenced the way professionals in agricultural education viewed the agriculture teacher education program; whereas, gender, work experience, age, type of profession, place of training, and place of work had no major influence. (JHZ)

ED 285 719 RC 016 410

Martinez, Estella A.
Maternal Child-Rearing Practices and Their Relationship to Child Behavior in Mexican-American/Chicano Families.
PUB DATE- 7 Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council for Family Relations (Dallas, TX, November 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Rearing; Comparative Analysis; Cultural Background; Kindergarten Children; *Mexican Americans; *Mothers; Parent Attitudes; *Parent Child Relationship; Parent Influence; Parenting Skills; Preschool Education; *Sociocultural Patterns; Whites
IDENTIFIERS- Authoritarian Behavior; Chicanos; *United States (Midwest)

The study provides evidence of a broad range of difference in child-rearing practices among 47 Chicanas, living in a midwestern city of approximately 250,000, during a structured teaching task with their kindergarten-aged children. Maternal behaviors were observed/measured during two 5-minute observations of a mother teaching her child to make a replica of a Tinkertoy robot and an airplane. The predominant patterns of child-rearing practices observed were authoritative (49%) and authoritarian (47%). The authoritative patterns of child-rearing practices used were inquiry, directives, praise, and physical affection. The order of the most frequent behavior observed in the authoritarian mothers was directive, modeling, visual cues, and positive physical control. Permissive mothers used praise, inquiry, physical affection, visual cues, respectively. The authoritative style of parenting is associated with competitive and individualistic middle-class Anglo-American values which are considered antagonistic to communal/cooperative values of Mexican Americans. Being exposed to non-formal means of parent education through the media or community resources, being three or more generations removed from Mexico, being fluent in English, and being residents in predominantly Anglo neighborhoods may explain the authoritative responses of study participants. (NEC)

ED 285 720 RC 016 442

Migrant Student Record Transfer System (MSRTS) machine-readable data file .

Arkansas State Dept. of Education, Little Rock. General Education Div.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

REPORT NO.- EF000102

PUB DATE- 87

NOTE- For MSRTS data file system manuals, see ED 192 981.

AVAILABLE FROM- Migrant Student Record Transfer System (MSRTS), Arkansas State Dept. of Education, Arch Ford Education Building, Little Rock, AR 72201. Telephone: (501) 371-1853.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Records; Educational Background; *Educational Needs; Family Health; Graduation Requirements; *Health Needs; Medical Case Histories; *Migrant Children; *Migrant Education; Migrant Health Services; Migrant Programs; *National Surveys; Student Needs; *Student Records

IDENTIFIERS- *Migrant Student Record Transfer System

The Migrant Student Record Transfer System (MSRTS) machine-readable data file (MRDF) is a collection of education and health data on more than 750,000 migrant children in grades K-12 in the United States (except Hawaii), the District of Columbia, and the outlying territories of Puerto Rico and the Mariana and Marshall Islands. The active file contains approximately 425,000 records as of 1987; the remaining 325,000 records are contained in an historical file. The system started in 1970 and continuously collects data on migrant students through a nationwide network of cooperating public schools, medical facilities, migrant service organizations, migrant office coordinators in each state education agency, and a central office at the Arkansas State Department of Education (Little Rock), where the master MSRTS file is updated and maintained. As migrant students relocate with their parents, the education and health communities in the areas being moved into can obtain via MSRTS essential education and health data on the students received. This permits them to concentrate on meeting the student's needs and providing continuity of services rather than on testing and determining what those needs are. When MSRTS receives notification from an enrolling school, the student's complete record to date is forwarded to that school. The enrolling school will then add to that record during the student's tenure with that school. By definition, a migratory child is the child of a migratory agricultural worker or a migratory fisherman whose family moves across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. Once this determination is first made and certified, a certificate of eligibility is prepared and signed by the parent/guardian, records clerk, and local superintendent. This data is transferred by computer terminal to the MSRTS data center in Arkansas, where the child is assigned a unique 8-digit numeric code and a record is initiated. In the course of time, two classes of records are generated: educational data and health data. The educational data includes such fields as: educational skills, graduation requirements, recommended courses, most recent class schedule, language for instruction, school history data, secondary school credits accrued, secondary schools attended, special education programs taken, talents, test data, etc. The medical and health data includes such fields as: immunization data, medical test results, health problems (acute and chronic), family medical history, allergies, prior health providers, etc. POPULATION: Migrant elementary/secondary school students. TYPE OF SURVEY: National Survey; Follow-up Survey. RESPONDENTS: Education and health service providers at approximately 17,000 local public schools working with migrant students. FREQUENCY OF UPDATE: Daily. YEAR OF FIRST DATA: 1970. (WTB)

ED 285 721 SE 048 309

Carter, Betsy Y.
Grade 4 Mastery Test in Mathematics. Handbook for Teachers.
Connecticut State Dept. of Education, Hartford.

PUB DATE- 86
NOTE- 96p.; For the other handbooks in this series, see SE 048 310-311.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Behavioral Objectives; Computation; *Elementary School Mathematics; Geometry; *Grade 4; Intermediate Grades; *Mastery Tests; Mathematical Applications; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Tests; Problem Solving; *State Programs; Testing Programs
IDENTIFIERS- *Connecticut

This handbook is part of a series of three, corresponding to the three grades (4, 6, and 8) at which Mastery Tests are administered. This publication was written as a resource for teachers for developing mathematics programs for students in grades 3 and 4. The Mastery Test in Mathematics at Grade 4 assesses student performance for 25 instructional objectives. The following information is provided for each objective: (1) Appropriate Materials (manipulative materials to use for exploring the concept); (2) Enabling Skills and Activities (a description of prerequisite skills and activities); (3) Sample Lessons (student activities that build toward mastery); (4) Teacher Resource Materials; and (5) Mathematics Objectives and Sample Test Items. The instructional objectives are grouped into four categories: (1) conceptual understandings; (2) computational skills; (3) problem solving and applications; and (4) measurement and geometry. Appendixes provide the sample test items for each objective, a list of suppliers of math manipulatives and resource materials, a list, by learning objective, of related computer software, and a list of addresses of software publishers. (RH)

ED 285 722 SE 048 310

Carter, Betsy Y.
Grade 6 Mastery Test in Mathematics. Handbook for Teachers.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 87
NOTE- 92p.; For the other handbooks in this series, see SE 048 309-311.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Behavioral Objectives; Computation; *Elementary School Mathematics; Geometry; *Grade 6; Intermediate Grades; *Mastery Tests; Mathematical Applications; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Tests; Problem Solving; *State Programs; Testing Programs
IDENTIFIERS- *Connecticut

This handbook is part of a series of three, corresponding to the three grades (4, 6, and 8) at which Mastery Tests are administered. This publication was written as a resource for teachers developing mathematics programs for students in grades 4, 5, and 6. The Mastery Test in Mathematics at Grade 6 assesses student performance for 36 instructional objectives. The following information is provided for each objective: (1) Appropriate Materials (manipulative materials to use for exploring the concept); (2) Enabling Skills and Activities (a description of prerequisite skills and activities); (3) Sample Lessons (student activities that build toward mastery); (4) Teacher Resource Materials; and (5) Mathematics Objectives and Sample Test Items. The instructional objectives are grouped into four categories: (1) conceptual understandings; (2) computational skills; (3) problem solving and applications; and (4) measurement and geometry. Two appendixes are included: Appendix A contains the sample test items and objectives; Appendix B is a list of commercial suppliers of mathematics manipulatives. (RH)

ED 285 723 SE 048 311

Carter, Betsy Y.

Grade 8 Mastery Test in Mathematics. Handbook for Teachers.

Connecticut State Dept. of Education, Hartford.
PUB DATE- 87
NOTE- 86p.; For the other handbooks in this series, see SE 048 309-310.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Behavioral Objectives; Computation; Elementary Education; *Elementary School Mathematics; Geometry; *Grade 8; Junior High Schools; *Mastery Tests; Mathematical Applications; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Tests; Problem Solving; *State Programs; Testing Programs
IDENTIFIERS- *Connecticut

This handbook is part of a series of three, corresponding to the three grades (4, 6, and 8) at which Mastery Tests are administered. This publication was written as a resource for teachers developing mathematics programs for students in grades 7 and 8. The Mastery Test in Mathematics at Grade 8 assesses student performance for 36 instructional objectives. The following information is provided for each objective: (1) Appropriate Materials (manipulative materials to use for exploring the concept); (2) Enabling Skills and Activities (a description of prerequisite skills and activities); (3) Sample Lessons (student activities that build toward mastery); (4) Teacher Resource Materials; and (5) Mathematics Objectives and Sample Test Items. The instructional objectives are grouped into four categories: (1) conceptual understandings; (2) computational skills; (3) problem solving and applications; and (4) measurement and geometry. Two appendixes are included: Appendix A contains the sample test items and objectives; Appendix B is a list of commercial manipulatives and resource materials. (RH)

Implementation of an Activity Oriented Laboratory Science Program for Grades 4, 5, and 6. 1985-86.

Washington School District, Phoenix, Ariz.

PUB DATE- 86
NOTE- 36p.; Portions of appendices contain small or broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; *Board of Education Policy; *Elementary School Science; *Experiential Learning; Inservice Teacher Education; Intermediate Grades; Laboratory Procedures; Minimum Competency Testing; *Science Curriculum; Science Education; *Science Instruction; Science Laboratories; *Science Teachers; Time on Task
IDENTIFIERS- *Arizona

In an effort to improve the science education program in the Washington School District (Phoenix, Arizona) the school system focused its efforts in the 1983-84 school year on the development of an activity oriented laboratory science program for grades 4-6. This document describes the plan for implementing that program. The implementation strategies focused on seven administrative standard operational procedures. These include: (1) providing laboratory facilities for all students in grades 4-6; (2) staffing of science classes with trained science teachers; (3) following a science scope and sequence; (4) following science assessment and pacing guides; (5) developing and using a teacher-developed district laboratory handbook; (6) monitoring of pupil progress through basic skills tests; and (7) devoting a minimum of 300 minutes per six-day schedule to science instruction, including a minimum of 50 percent of that time devoted to hands-on laboratory activities. Thirteen appendices are included to provide clarity and background information to statements made in this report. (TW)

ED 285 725 SE 048 313

Gjertsen, Margaret; Risley, John S.
Educational Software for Teaching Physics: Commercial Packages.
North Carolina State Univ., Raleigh. Dept. of Physics.
PUB DATE- May 87
NOTE- 43p.

AVAILABLE FROM- Physics Courseware Laboratory, Department of Physics, North Carolina State University, Raleigh, NC 27695-8202 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Collected Works - Serials (022)
DESCRIPTORS- Astronomy; *College Science; Computer Assisted Instruction; Computer Uses in Education; *Courseware; *Elementary School Science; Elementary Secondary Education; Higher Education; Measurement; Optics; *Physics; Science Education; *Science Instruction; Science Materials; *Secondary School Science; Thermodynamics

This document was developed to help teachers locate computer software to enhance the teaching of traditional physics at all educational levels. It contains a table listing approximately 900 packages. The table is organized by type of computer (Apple II, Atari, Commodore, IBM PC, Macintosh, and TRS-80) and is alphabetized first by publisher and then by title. The title used for the software is the most recent title from the publisher's catalog. The topics listed include the traditional subjects in physics as well as some on scientific thinking, mathematics topics used in teaching physics, and astronomy. The 14 major subjects included are: (1) astronomy; (2) electricity and magnetism; (3) general science; (4) mathematical physics; (5) measurement; (6) mechanics; (7) modern physics; (8) optics; (9) physics (multiple topics); (10) physics laboratory; (11) science (deductive reasoning and the scientific method); (12) thermodynamics; (13) waves; and (14) teacher utility packages. Many entries are also identified as to minor subjects addressed. The table also lists the appropriate grade level for the package, program type (intended use, e.g., tutorial, simulation, game), and cost. (TW)

ED 285 726 SE 048 314

Brown, Iva D.; And Others
Staff Development Project--Science. Grades K-6.
Mississippi Association of Colleges for Teacher Education, Inc., Jackson.
PUB DATE- 86
NOTE- 424p.; Small print in appendixes may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Experiential Learning; *Inservice Teacher Education; Interdisciplinary Approach; Outdoor Education; *Process Education; Questioning Techniques; Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Science Materials; *Staff Development
IDENTIFIERS- *Mississippi

This manual was designed for use in conducting staff development sessions for elementary school teachers of science in Mississippi in grades K-6. Included in the document are activities that were intended to model, where possible, exemplary teaching practices based upon research related to the cognitive development of children. Ten topics are treated in this manual. The number of instructional hours necessary for completing the workshop activities for each topic varies from 2 to 12 hours. It is recommended that topics 1 through 3 be presented in sequence. Topic 1 establishes the rationale for hands-on science, drawing upon research related to how children learn. Topic 2 introduces the basic processes of science, which should be emphasized in kindergarten through third grade in preparation for work with the integrated processes (topic 3) in the upper elementary grades. The remaining seven sections deal with: (1) teacher questioning techniques; (2) evaluation; (3) effective use of textbook materials; (4) the acquisition and management of elementary school science materials; (5) the outdoors as an extension of the classroom; (6) an interdisciplinary approach to teaching science; and (7) classroom management and safety in elementary school science. Curricular materials on magnets and graphing are presented in two appendixes. (TW)

ED 285 727 SE 048 315

Schoen, Jerome; Berman, Paul

Basic Laboratory Techniques for Students of Biology and Small Animal Care.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

PUB DATE- 87
NOTE- 158p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($6.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Biology; *Course Content; Course Descriptions; Experiential Learning; *Laboratory Procedures; *Science Activities; Science Education; Science Experiments; Science Instruction; Science Laboratories; Science Materials; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- *New York City Board of Education

This document provides descriptions of lessons, activities, and laboratory experiments to be used in a course on basic laboratory techniques for students in biology and small animal care. These learning experiences are designed to be completed during one class period daily for approximately 70 days per semester. (It is assumed that this would leave sufficient time for laboratory quizzes, practical examinations, formal tests, use of multimedia materials, and review.) The aim of the course is to integrate the recitation and laboratory lessons so that they are mutually supportive. Each lesson is divided into six parts. These include: (1) the aim of the lesson; (2) the materials needed; (3) the learning outcomes expected from the lesson; (4) motivational suggestions; (5) the actual lesson procedures; and (6) some summary questions. The lessons (46 in all) are divided into sections on basic laboratory procedures, hematology, and urinalysis. A list of selected reference materials is also provided. (TW)

ED 285 728 SE 048 316

Investigating Our Environment. Science: Grade 6.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
PUB DATE- 87
NOTE- 256p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecological Factors; *Ecology; *Elementary School Science; Energy Education; *Environmental Education; Experiential Learning; Field Trips; Intermediate Grades; *Pollution; *Science Activities; Science and Society; Science Curriculum; Science Education; Science Experiments; *Science Instruction
IDENTIFIERS- *New York City Board of Education

Intended mainly for use in the intermediate grades, this document provides demonstrations, field trips and laboratory experiences designed to help students investigate the role that people play in problems associated with environmental quality, pollution, and ecology in general. The book was developed as an alternative program to the regular sixth grade curriculum guide in science in the New York City school system. The guide is made up of activities which have been categorized in several ways. Section I, "Living Things and the Environment," contains activities that encourage students to become more aware of the various environments of which they are a part, and deals with the effects of climate on those environments. Section II, "Interactions in the Environment," includes activities about interrelationships of living things, hosts and parasites, and ecosystems. Section III, "Energy in the Environment," relates to the sun's energy, other energy forms, and forces that change the environment. The last section, "Man Changes the Environment," focuses on air pollution, water pollution, human population growth, food, forests, endangered species, conservation, and community environmental improvement. (TW)

ED 285 729 SE 048 317

Allen, Martin; Goodman, Harvey
Regents Biology: A Teacher's Resource Guide. Experimental, 1984.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
REPORT NO.- ISBN-88315-602-4
PUB DATE- 84
NOTE- 400p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Demonstrations (Educational); Ecology; *Environmental Education; Evolution; High Schools; Physiology; Reproduction (Biology); *Science Activities; Science Curriculum;

Science Education; Science Experiments; *Science Instruction; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Regents Biology

This document is intended as a guide for both experienced and inexperienced teachers of Regents Biology in New York State. It presents a collection of demonstrations, activities, and strategies designed to enrich the teaching of that course. The guide includes seven units of study. Units are focused on unity and diversity among living things, maintenance in living things, human physiology, reproduction and development, genetics, evolution, and ecology. The format for each unit includes: (1) a unit theme, which provides an overall summary describing the rationale for the unit; (2) a topic theme, which highlights the key points to be found in each topic included in the unit; (3) teaching strategies, a personalized introspective device detailing suggested approaches for treating the subject matter; (4) instructional objectives, which are keyed to syllabus content and placed in sequential order; and (5) teaching activities, which include demonstrations, laboratory experiments, student projects, reports, and guest speakers. Also included are sections on laboratory skills and career information. (TW)

ED 285 730 SE 048 318

Human Biology: Experimental.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

REPORT NO.- ISBN-88315-537-0
PUB DATE- 83
NOTE- 188p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Blood Circulation; Disease Control; Ecology; Evolution; High Schools; Human Body; Problem Solving; Reproduction (Biology); *Science Activities; Science and Society; *Science Curriculum; Science Education; Science Experiments; *Science Instruction; *Secondary School Science
IDENTIFIERS- *New York City Board of Education

Education is a process of adapting to change, and the rate of change is especially rapid in science today. This curriculum in human biology is an alternative to the New York State courses in general and Regents biology, and it has been designed to focus on change from the standpoint of the urban student. It is designed to provide students with experiences which encourage the development of critical thinking and problem solving skills. The laboratory experiments are intended to involve students in both the evaluation and interpretation of data, as well as in the design of their own experiments. The document is divided into nine broad units, with each unit divided into a series of sub-topics. The major topics covered are: (1) Why Do We Study Biology? (2) Of What Are Living Things Made? (3) How Do Our Cells Get the Materials They Need? (4) How Do Our Bodies Carry Out Their Activities? (5) Why Do We Behave the Way We Do? (6) How Can We Prevent and Control Disease? (7) How Do Humans Reproduce? (8) What Determines What We Are? and (9) How Have Living Things Changed? Each page in the guide is divided into four columns: (1) performance objectives; (2) basic understandings; (3) suggested procedures; and (4) enrichment activities. (TW)

ED 285 731 SE 048 319

Sawyer, David E.
School for Science and Technology: An Analysis of the Student Survey.
Fairfax County Schools, Va.

PUB DATE- Apr 84
NOTE- 72p.
AVAILABLE FROM- Fairfax County Public Schools, 10700 Page Ave., Fairfax, VA 22030.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *Enrollment; High Schools; *Magnet Schools; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; *Student Attitudes
IDENTIFIERS- *Fairfax County Schools VA

The Thomas Jefferson High School for Science and Technology (Fairfax County, Virginia) offers a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. The school serves students selected on the basis of aptitude and interest in the biological, physical, mathematical, and computer sciences, and who intend to persue college preparation in the sciences, engineering, or related fields. During the planning phase that preceded the actual opening of the school, a survey of students was conducted in order to determine opinions relative to the school and to solicit ideas and suggestions about its development and/or operation. This document provides an analysis of the data collected in the survey. Data were collected and analyzed according to grade, sex, ethnic origin, and by item. Results indicated that the school should be established, although only about 25% of the students surveyed indicated that they would be interested in attending such a school. Concerns of the students included an apparent limit to extracurricular activities and the travel time needed to attend the school. Data is displayed in 33 figures. The survey instrument is appended. (TW)

ED 285 732 SE 048 320

Sawyer, David E.

The Effects of the School for Science and Technology on Other High School Programs: Baseline Data and Initial Observations. The Thomas Jefferson High School for Science and Technology Report No. 1.

Fairfax County Schools, Va.
PUB DATE- Oct 86
NOTE- 28p.; For the other reports in this series, see SE 048 321-322.
AVAILABLE FROM- Fairfax County Public Schools, 10700 Page Ave., Fairfax, VA 22030.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Enrollment; High Schools; *Magnet Schools; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Nontraditional Education; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; *Teacher Effectiveness
IDENTIFIERS- *Fairfax County Schools VA

The Thomas Jefferson High School for Science and Technology (Fairfax County, Virginia) offers a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. The school serves students selected on the basis of aptitude and interest in the biological, physical, mathematical, and computer sciences, and who intend to persue college preparation in the sciences, engineering, or related fields. This document is concerned with the effects of this program on the enrollment at other schools in the district in special courses for the gifted and talented (GT) along with the possible effects on the quality of the faculty in those programs. The data described in this report indicate that the new program had no negative impact on the ability of the other high schools to sustain ninth grade GT programs in English, mathematics, and social studies, although in science the issue remains unclear for several reasons. The reductions in faculty in other high schools due to transfers to the new school likewise were determined to have no negative impact on GT offerings at any grade level. (TW)

ED 285 733 SE 048 321

Sawyer, David E.
The Admissions and Selections Process: December 20, 1984-October 1, 1986. The Thomas Jefferson High School for Science and Technology Report No. 2.
Fairfax County Schools, Va.
PUB DATE- Oct 86
NOTE- 20p.; For the other reports in this series, see SE 048 320-322.
AVAILABLE FROM- Fairfax County Public Schools, 10700 Page Ave., Fairfax, VA 22030.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Admission Criteria; Competitive Selection; *Enrollment Influences; High Schools; *Magnet Schools; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Science
IDENTIFIERS- *Fairfax County Schools VA

The Thomas Jefferson High School for Science and Technology (Fairfax County, Virginia) offers a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. The school serves students selected on the basis of aptitude and interest in the biological, physical, mathematical, and computer sciences, and who intend to persue college preparation in the sciences, engineering, or related fields. This report addresses the selection and admission process for students attending the school. Selection of students is a competitive process, with the majority of the students entering the program in the ninth grade. Data is presented concerning the current enrollment patterns and the makeup of the student body. Some refinements to the admission process are discussed. An overview and an assessment of the selection process currently used for freshmen, sophomores, and juniors/seniors is presented and discussed. It is concluded that, overall, the selections and admissions process has worked well to date. (TW)

Sawyer, David E.
The First Year Experience: Reactions of Faculty, Students, & Parents; Achievements and Awards. The Thomas Jefferson High School for Science and Technology Report No. 3.
Fairfax County Schools, Va.
PUB DATE- Mar 87
NOTE- 55p.; For the other reports in this series, see SE 048 320-321.
AVAILABLE FROM- Fairfax County Public Schools, 10700 Page Ave., Fairfax, VA 22030.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; High Schools; *Magnet Schools; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Parent Attitudes; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Fairfax County Schools VA

The Thomas Jefferson High School for Science and Technology (Fairfax County, Virginia) offers a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. The school serves students selected on the basis of aptitude and interest in the biological, physical, mathematical, and computer sciences, and who intend to persue college preparation in the sciences, engineering or related fields. In order to assess various opinions concerning the first year of the school's existence, parents, students, faculty, and staff were asked to respond to separate survey instruments. This document provides the results of those surveys, which tend to be very positive. Data reflects strong positive opinion relative to a challenging curriculum and coursework, a strong academic climate, intellectually stimulating experiences, and feelings that students had learned a great deal during the year. In addition, faculty were comfortable with their role at the school, and students stated that they would encourage others to participate. Some concern was shown in relation to the travel time to and from school, and the value of the technology laboratories. The study instruments are appended. (TW)

ED 285 735 SE 048 323

Greeno, James G.; Berger, Daniel
A Model of Functional Knowledge and Insight.
California Univ., Berkeley.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- GK-1
PUB DATE- Jul 87
NOTE- 46p.; A paper based on these results was presented at the Psychonomic Society Meeting (New Orleans, LA, November 1986). For related documents, see SE 048 324-327.
CONTRACT- N00014-85-K-0095
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; Inferences; *Learning; *Learning Strategies; *Problem Solving; Science Education; Science Instruction; *Sciences

In this study a distinction is made between routine, semiroutine, and nonroutine problems based on the problem solver's knowledge. Routine problems are solved by applying a known procedure, semiroutine problems require planning that uses functional knowledge, and nonroutine problems require generation of new functional knowledge. Nonroutine problem solving has been simulated in which functional knowledge is derived from properties of objects that are available in the situation. In an experiment, knowledge was provided about functional relations of components of a device; this facilitated inference of operating procedures, in contrast to knowledge about the status of the individual components, which was ineffective. (Author/RH)

ED 285 736 SE 048 324

Roschelle, Jeremy; Greeno, James G.
Mental Models in Expert Physics Reasoning.
California Univ., Berkeley.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- GK-2
PUB DATE- Jul 87
NOTE- 29p.; For related documents, see SE 048 323-327.
CONTRACT- N00014-85-K-0095
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Physics; *Problem Solving; Science Education; *Science Instruction; Sciences
IDENTIFIERS- *Experts; *Mental Models

Proposed is a relational framework for characterizing experienced physicists' representations of physics problem situations and the process of constructing these representations. A representation includes a coherent set of relations among: (1) a mental model of the objects in the situation, along with their relevant properties and relations; (2) a mental model of theoretical idealizations of objects; and (3) parameter histories based on mental simulations of both models. Evidence from protocols and a small experiment support a conclusion that experienced physicists' processes of representing problem situations (a) use informal commonsense knowledge, including envisionment of objects in the situations, and (b) are interactive, with mutual influences between informal knowledge and their technical, theoretical knowledge. Also described are characteristics of the mental models that represent problem situations and the process of constructing them, drawing from work by artificial intelligence researchers on qualitative process models, and specifying several categories of rules that would be needed for an implementation of the system as a simulation program. (Author/RH)

Moore, Joyce L.
Back-of-the-Envelope Problems. Final Report.
California Univ., Berkeley.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- GK-3
PUB DATE- Jul 87
NOTE- 53p.; For related documents, see SE 048 323-327.
CONTRACT- N00014-85-K-0095
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; Engineering; *Estimation (Mathematics); *Inferences; Learning Strategies; Mathematical Applications; *Problem Solving; Science Education; *Sciences
IDENTIFIERS- *Experts

Back-of-the-envelope problems call for approximate calculations of quantities that can be related to information in a person's knowledge but are not solved precisely. These problems provide an opportunity for the study of processes and the role of general knowledge in ill-defined problem solving. Subjects with advanced and intermediate knowledge in different domains provided protocols solving back-of-the-envelope problems within and outside their fields of special knowledge. Their protocols were interpreted using a set of distinctions provided by Schoenfeld (1985). A model that simulates important aspects of the observed performance was developed by extending FERMI, a model of general problem-solving methods by Larkin, Reif, Carbonell, and Gugliatta (1985). An important feature of expert performance was the ability to use domain-specific knowledge in the service of general problem-solving methods. General methods of problem solving were similar across subjects who differed in knowledge. Expert knowledge probably provided guidance in the choice of general methods, as well as relevant specific knowledge for solutions. (Author/RH)

ED 285 738 SE 048 326

Greeno, James G.

Generative Processes in Representations of Problems.
California Univ., Berkeley.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- GR-4
PUB DATE- Jul 87
NOTE- 18p.; For related documents, see SE 048 323-327.
CONTRACT- N00014-85-K-0095
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Structures; *Estimation (Mathematics); Inferences; *Learning Strategies; *Mathematical Applications; *Physics; *Problem Solving; Science Education; Science Instruction; Sciences
IDENTIFIERS- *Gestalt Psychology

This project addressed the question: What knowledge and processes enable individuals to construct and modify representations of novel, nonroutine problems? The theoretical goal was to extend the information-processing theory of problem solving to include processes that have been characterized as restructuring of problems and productive thinking by Gestalt psychologists such as Duncker (1935/1945) and Wertheimer (1954/1959). Three lines of research were carried out. One investigated different kinds of knowledge that result in problems that are routine, semiroutine, or nonroutine, according to distinctions in a simulation model that was developed in the project. Experiments distinguished between functional knowledge, involving relations between components of a device, and component knowledge, involving information about behavior of components independent of their interconnections. A second line of work studied processes of generating representations of physics problems, and identified important interactions between everyday experience-based knowledge about motions of objects and knowledge of theoretical principles. The third line of research studied processes of understanding and solution of back-of-the-envelope problems, and identified use of general methods for reasoning about quantities that are combined with domain-specific information. (Author/RH)

ED 285 739 SE 048 327

Reif, F.

Cognitive Principles for Instructional Design. Final Report (August 1983-February 1987).

California Univ., Berkeley.

SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- CES-5
PUB DATE- Jul 87
NOTE- 13p.; For related documents, see SE 048 323-326.
CONTRACT- N00014-83-K-0598
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; Engineering; *Instructional Design; *Instructional Development; *Instructional Improvement; Mathematics Instruction; Physics; *Science Instruction; Sciences; *Scientific Concepts

This final report summarizes work done to formulate and test some cognitively-based principles useful for designing instruction in scientific or engineering fields. These principles stress the coherence and interpretability of the knowledge acquired by students. The principles were specifically applied to: (1) analyze the underlying knowledge and thought processes needed to interpret scientific concepts effectively; (2) investigate how actual experts and novice students interpret such concepts; and (3) devise and test instruction designed to teach such concepts more effectively. Attempts were also made to devise computational environments to explore and implement these instructional ideas. (Author/RH)

ED 285 740 SE 048 328

Eddy, Roger; And Others
River Trek. Teacher Guide and Activity Book. OEAGLS Investigation No. 26.
Ohio State Univ., Columbus. School of Natural Resources.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 87
NOTE- 27p.
AVAILABLE FROM- Ohio Sea Grant Education Program, 29 West Woodruff Ave., Room 059, Columbus, OH 43210-1085 ($5.00 plus $1.00 postage; includes disk for Apple II).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Elementary Education; *Elementary School Science; *Geography Instruction; History; *History Instruction; *Marine Education; Science Activities; Science and Society; Science Education; *Science Instruction; *Simulation; Social Studies; Water Resources
IDENTIFIERS- *Ohio River; Ohio Sea Grant Program

This investigation is designed to help students learn landmarks and possible dangers for settlers who traveled down the Ohio River in 1789. The document describes a simulation in which the students attempt to survive a flatboat trip from Pittsburgh (Pennsylvania) to Losantiville (Cincinnati, Ohio). Along the trail are points of historical interest. At each site the students can find out more about the river and the lives of the people who used it as a route into the interior of the continent. The activities in the student booklet are designed to enable students to: (1) list the natural and human factors that determined whether a flatboat family could survive a river trek in 1789; (2) use compass directions and distances to plot a map of a portion of the Ohio River; (3) describe some events and people important to Ohio's history in the late 1700s; (4) identify the modern names of towns and tributaries along the Ohio River; and (5) follow directions carefully to complete a computer program. The teacher guide includes the same activities as the student booklet, but is supplemented with some additional background information, a list of references, and the answers to the review questions for students. (TW)

ED 285 741 SE 048 329

Keir, John; Mayer, Victor J.

Storm Surges. Teacher Guide and Activity Book. OEAGLS Investigation No. 25.

Ohio State Univ., Columbus. School of Natural Resources.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 87
NOTE- 29p.
AVAILABLE FROM- Ohio Sea Grant Education Program, 29 West Woodruff Ave., Room 059, Columbus, OH 43210-1085 ($2.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Elementary School Science; Environmental Influences; *Marine Education; *Meteorology; *Science Activities; Science and Society; Science Education; *Science Experiments; Science Instruction; Teaching Methods; Water; Water Resources; Weather; Wind (Meteorology)
IDENTIFIERS- *Lake Erie; Ohio Sea Grant Program; *Storms

This investigation is designed to help students understand storm surges on Lake Erie. Activity A includes experiments and discussions intended to help students understand what causes storm surges on Lake Erie. Activity B considers how storm surges affect water levels and, in turn, coastal areas. The student booklet contains questions, experiments, graphs, and a test for both major sections of the investigation. The accompanying teachers guide contains some additional background information and the answers to the questions in the student booklet. (TW)

ED 285 742   SE 048 330

Lisowski, Marylin; And Others

A Great Lake Vacation. Teacher Guide and Activity Book. OEAGLS Investigation No. 24.

Ohio State Univ., Columbus. School of Natural Resources.

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

PUB DATE- 87

NOTE- 42p.; Maps may not reproduce well.

AVAILABLE FROM- Ohio Sea Grant Education Program, 29 West Woodruff Ave., Room 059, Columbus, OH 43210-1085 ($5.00 plus $1.00 postage; includes disk for Apple II).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Decision Making; Elementary Education; *Elementary School Science; Geography Instruction; Map Skills; *Marine Education; Outdoor Activities; *Recreational Activities; Recreational Facilities; *Science Activities; Science and Society; Science Education; *Science Instruction; Teaching Methods; Water Resources

IDENTIFIERS- *Lake Erie; Ohio Sea Grant Program

This investigation was designed to introduce the variety of recreational activities available in the Lake Erie region. It includes a computerized database for Apple computers and two activities intended to help students understand the variables involved in making recreational decisions and carrying through on the results, plus review questions for students. The accompanying teachers' guide contains all of the materials included in the activities in the student book and the answers to the questions. Activity A presents map reading activities that will familiarize students with the geography of the Lake Erie region. Activity B is intended to develop decision making, analysis, and communication skills. The complete investigation is designed to enable students to: (1) describe the variety of recreational activities at Lake Erie; (2) identify specific geographic regions that support distinct recreational opportunities; (3) locate selected areas on maps of the Lake Erie region; (4) calculate distances on maps using the maps' scales; (5) plan, agree upon, and recommend a place for a certain type of recreation; and (6) tell what they would most like to do for recreation around the Great Lakes. (TW)

ED 285 743 SE 048 331

Canning, Maureen; Dunlevy, Margie
Lake Erie...Take a Bow.
Ohio State Univ., Columbus. Ohio Sea Grant Program.
REPORT NO.- EP-31
PUB DATE- 86
NOTE- 79p.
AVAILABLE FROM- Ohio Sea Grant Education Program, 29 West Woodruff Ave., Room 059, Columbus, OH 43210-1085 ($4.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecological Factors; Elementary Education; *Elementary School Science; *Environmental Education; Geography; Geology; *Marine Education; *Science Activities; Science and Society; Science Education; *Science Instruction; Social Studies; Water Pollution; Water Quality; Water Resources
IDENTIFIERS- *Lake Erie; Ohio Sea Grant Program

This elementary school teaching unit was developed as a part of a series of teaching units that deal with Lake Erie. This unit was developed to enable children to: (1) identify the Great Lakes and pick out Lake Erie on a map; (2) demonstrate knowledge of Lake Erie's origin and geography; (3) list some uses of Lake Erie; and (4) give examples of how Lake Erie affects people's lives and how people affect Lake Erie. It contains background information for the teacher, factsheets, reproducible worksheets, overhead transparency masters, puzzles, survey sheets, postcard writing possibilities, word scrambles, and art activities. Included are a set of Lake Erie vocabulary cards and lists of library books and songs that deal with Lake Erie. The appendix contains pages that can be removed, laminated, and put together to make a poster. (TW)

ED 285 744 SE 048 332

Canning, Maureen; Dunlevy, Margie
Lake Erie...Build a Fish to Scale!
Ohio State Univ., Columbus. Ohio Sea Grant Program.
REPORT NO.- EP-32
PUB DATE- 87
NOTE- 109p.
AVAILABLE FROM- Ohio Sea Grant Education Program, 29 West Woodruff Ave., Room 059, Columbus, OH 43210-1085 ($4.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Classification; Elementary Education; *Elementary School Science; *Environmental Education; *Ichthyology; *Marine Education; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Water Resources
IDENTIFIERS- *Fishes; Lake Erie; Ohio Sea Grant Program

This elementary school teaching unit was developed as a part of a series of teaching units that deal with Lake Erie. This unit was developed to enable children to: (1) name the different parts of a fish; (2) assemble a fish using overlapping overheads to reinforce fish parts; (3) build a fish to scale using jumbo fish puzzle parts; (4) classify fish according to various characteristics; (5) name ways animals protect themselves; (6) be familiar with vocabulary words associated with fish; and (7) name different types of fish. The document contains a unit outline, background information for the teacher, reproducible worksheets, overhead transparency masters, card games, puzzles, identification cards, book and song lists, art activities, and a bingo game. The last 12 pages are designed to be removed, laminated, and put together into 4 posters. (TW)

ED 285 745 SE 048 333

Canning, Maureen; Dunlevy, Margie
Lake Erie...A Day in the Life of a Fish.
Ohio State Univ., Columbus. Ohio Sea Grant Program.
REPORT NO.- EP-33
PUB DATE- 87
NOTE- 102p.
AVAILABLE FROM- Ohio Sea Grant Education Program, 29 West Woodruff Ave., Room 059, Columbus, OH 43210-1085 ($4.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Classification; Ecological Factors; Elementary Education; *Elementary School Science; *Environmental Education; *Ichthyology; *Marine Biology; Marine Education; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Experiments; Science Instruction
IDENTIFIERS- *Fishes; Lake Erie; Ohio Sea Grant Program

This elementary school teaching unit was developed as a part of a series of units that deal with Lake Erie. This unit was developed to enable children to: (1) examine a moving fish; (2) conduct experiments with a live fish; (3) understand the swimming habits of fish; (4) learn how fish breathe; (5) recognize different methods of fish protection and habitats; and (6) compare a fish and a whale. The document contains a unit outline, descriptions of activities and experiments, background information for the teacher, reproducible worksheets, a list of vocabulary words, overhead transparency masters, suggestions on how children might create their own unit booklets, and library references. The last eight pages are designed to be removed, laminated, and connected to form posters that can be written on with watercolor markers and crayons. (TW)

ED 285 746 SE 048 334

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.

Investigations in Mathematics Education. Volume 20, Number 1.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 87
NOTE- 75p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 (U.S. Subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; Computer Simulation; *Elementary School Mathematics; Elementary Secondary Education; Geometric Constructions; Gifted; Higher Education; *Mathematical Concepts; Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Preservice Teacher Education; *Secondary School Mathematics; Spatial Ability
IDENTIFIERS- *Mathematics Education Research

This issue of the journal contains abstracts and critical comments for 13 published reports of research in mathematics education. Topics include: (1) effects of mathematics anxiety on preservice elementary teachers; (2) visualizing rectangular solids; (3) computer simulations and abstract thinking; (4) the association of foldout shapes with polyhedra by third graders; (5) written and oral mathematics; (6) spacial representations in gifted children; (7) selection of mathematically talented students; (8) sex and ethnic group differences in mathematics achievement; (9) students' distortions of theorems; (10) an empirical classification model for errors in high school mathematics; (11) cooperative versus individualistic classrooms; (12) information processing by intellectually gifted pupils; and (13) feature frequency and the use of negative instances in a geometric task. Research references from the "Current Index to Journals in Education" (CIJE) and "Resources in Education" (RIE) for July through September 1986 are also listed. (TW)

ED 285 747 SE 048 335

Gibbons, Michael; Georghiou, Luke
Evaluation of Research. A Selection of Current Practices.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12981-2
PUB DATE- 87
NOTE- 82p.
AVAILABLE FROM- OECD Publications Service, Sales and Distribution Division, 2, rue Andre-Pascal, 75775 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Higher Education; International Organizations; *International Programs; *Research and Development; Research Design; *Research Methodology; Research Problems; *Research Universities; Theory Practice Relationship

This report is based on selected surveys of research practices used in eight countries (Canada, France, Germany, Japan, The Netherlands, Sweden, the United Kingdom and the United States). It is designed as a technical approach to help both scientists and decision makers unfamiliar with these procedures to define the most relevant practices in light of analysis of their advantages and limitations. The major emphasis of the document is on university research. It contains sections on: (1) elements in the organization of research; (2) methods and techniques; (3) administration of evaluation; (4) evaluation of scientific research in universities; (5) evaluation of mission-oriented research; and (6) international programs. A bibliography is included. (TW)

ED 285 748 SE 048 336

Teachers for Mathematics and Science. The Report of the Working Party Appointed by the Board of Teacher Education to Advise on the Preparation of Teachers in Mathematics and Science.

Queensland Board of Teacher Education, Toowong (Australia).

REPORT NO.- ISBN-0-7242-1509-3
PUB DATE- Jun 85
NOTE- 94p.; For executive summary, see SE 048 337. Document set in small type.
AVAILABLE FROM- Board of Teacher Education, Queensland, P.O. Box 389, Toowong, Queensland 4066, Australia.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Foreign Countries; Higher Education; *Mathematics Curriculum; Mathematics Education; Mathematics Teachers; *Preservice Teacher Education; *Science Curriculum; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; State Programs; Student Attitudes
IDENTIFIERS- *Australia (Queensland)

In July 1983, the Board of Advanced Education, Queensland, Australia, considered the problem of the acute shortage of secondary science and mathematics teachers and the role of teacher education in remedying the situation. The Board of Teacher Education was approached and asked to investigate matters pertaining to the supply and education of mathematics and science teachers within the state. This document represents the report of the Working Committee appointed by the Board of Teacher Education, and is a result of the committee's numerous meetings and surveys. The report contains information pertaining to: (1) the teacher crisis in mathematics and science; (2) participation, achievement and attitudes of secondary students in science and mathematics; (3) mathematics and science in the curriculum (including a historical overview of curricula in Queensland from 1964 to 1984); (4) current education of science and mathematics teachers; and (5) future directions in the education of science and mathematics teachers. The appendices include a list of recommendations, the interim report of the working committee, an analysis of class teacher qualifications and descriptions of current programs available in Queensland for the preparation of science and mathematics teachers. (TW)

ED 285 749 SE 048 337

Teachers for Mathematics and Science. Executive Summary. Working Party on the Preparation of Teachers in Mathematics and Science.

Queensland Board of Teacher Education, Toowong (Australia).

REPORT NO.- ISBN-0-7242-15107
PUB DATE- Jun 85
NOTE- 14p.; For the complete report, see SE 048 336. Document set in small type.
AVAILABLE FROM- Board of Teacher Education, Queensland, P.O. Box 389, Toowong, Queensland 4066, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Foreign Countries; Higher Education; *Mathematics Curriculum; Mathematics Education; Mathematics Teachers; *Preservice Teacher Education; *Science Curriculum; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; State Programs; Student Attitudes
IDENTIFIERS- *Australia (Queensland)

In July 1983, the Board of Advanced Education, Queensland, Australia, considered the problem of the acute shortage of secondary science and mathematics teachers and the role of teacher education in remedying the situation. The Board of Teacher Education was approached and asked to investigate matters pertaining to the supply and education of mathematics and science teachers within the state. This document represents the executive summary of the report of the Working Committee appointed by the Board of Teacher Education to carry out the investigation. Summarized are the report's information and recommendations pertaining to: (1) teacher crisis in mathematics and science; (2) participation, achievement and attitudes of secondary students in science and mathematics; (3) mathematics and science in the curriculum; (4) the current education of science and mathematics teachers; and (5) future directions in the education of science and mathematics teachers. (TW)

ED 285 750 SE 048 338

Harris, Larry L.; Hepner, George F.
Open Space and Land Development. A Basic Guide to Management and Preservation of Open Space, Parks, and Recreation Areas in Urban Communities.
Western Michigan Univ., Kalamazoo. Science for Citizens Center of Southwestern Michigan.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
NOTE- 45p.
GRANT- OSS-79-23390
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Advocacy; *Citizen Participation; Citizen Role; Community Cooperation; *Community Planning; Community Problems; Ecological Factors; *Environmental Education; Land Acquisition; *Land Use; *Local Government; *Local Issues; Zoning
IDENTIFIERS- *Open Spaces

Control of urban development and preservations of open space have become increasingly controversial issues in recent years. This booklet was prepared to help citizens and local officials resolve these types of issues. It is intended to provide a framework for positive discussions between citizens and local officials, and includes an introduction to some of the philosophical and technical issues which generally underlie the creation of a systematic policy for managing local open space. The emphasis of the document is on citizen initiation of local government actions. It contains seven chapters concerning: (1) open space development in the United States; (2) a review of open space situations across the United States; (3) identification of needs; (4) planning, goals and needs; (5) importance of selectivity; (6) open space site analyses; and (7) implementation of open space acquisitions, funding and management. Sources for more information on these topics are also included. (TW)

Dix, Linda S., Ed.
Minorities: Their Underrepresentation and Career Differentials in Science and Engineering. Proceedings of a Workshop (Washington, D.C., November 21, 1986).
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.
PUB DATE- May 87
NOTE- 174p.
CONTRACT- SRS-8515461
AVAILABLE FROM- National Academy Press, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, NW, Washington, DC 20418 (free).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Blacks; *College Science; Elementary Secondary Education; *Engineering Education; *Engineers; Higher Education; Hispanic Americans; *Minority Groups; Science and Society; *Science Curriculum; Science Instruction; Scientists; *Secondary School Science

The substantial underrepresentation of minority groups such as Blacks, Hispanics and Native Americans in the United States science and engineering labor force is perceived by many to be a matter of national concern. This report documents a workshop, sponsored jointly by the National Science Foundation and the National Academy of Sciences, which attempts to examine the causes and patterns of this underrepresentation at all educational levels and in the work force. The workshop was designed to review both the statistical trends of minority participation in science and engineering and the body of research that seeks to explain the differences in the participation rates of minorities. Some of the variables cited as possible impediments to minority students' pursuit of coursework in these areas include: (1) low socioeconomic status of the family; (2) lower expectations held for minority students than for their White peers; (3) insufficient counseling and remedial programs; (4) inferior precollege educational opportunities; (5) inadequate financial aid; (6) lack of minority role models and mentors; and (7) lack of well-organized institutional recruitment and admissions programs. Four commissioned papers and four critiques of the papers are presented in full. Also included are a summary of the open discussions, a copy of the workshop agenda, and a list of the attendees. (TW)

ED 285 752 SE 048 340

Dix, Linda S., Ed.
Women: Their Underrepresentation and Career Differentials in Science and Engineering. Proceedings of a Workshop (Washington, D.C., October 9, 1986).
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.

PUB DATE- May 87
NOTE- 191p.
CONTRACT- SRS-8515461
AVAILABLE FROM- National Academy Press, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, NW, Washington, DC 20418 (free).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Elementary School Science; Elementary Secondary Education; *Engineering Education; *Engineers; *Females; Higher Education; Science and Society; Science Curriculum; Science Instruction; *Scientists; *Secondary School Science; Sex Differences; Student Attitudes; Student Financial Aid

Women have been markedly underrepresented in science and engineering in the United States. Statistical reports have documented this underrepresentation which persists despite the fact that women and minorities are an increasingly important source of talent for maintaining world leadership in these areas. This document reports on a workshop designed to explore what is known about the causes of the observed underrepresentation and differential participation of women at all educational levels and in various careers. Four commissioned papers covered critical parts of the educational system. These include papers on: (1) equitable science and mathematics education; (2) women in undergraduate engineering and science programs; (3) literature review and synthesis concerning women graduate students; and (4) current research on persistence and change in the careers of men and women scientists and engineers. In general, it was found that many students, teachers, parents, and researchers imagine that the fields of science, engineering, and mathematics are masculine and that differences in scientific ability may be attributed to gender differences. Specific findings include: lack of adequate preparation for women entering quantitatively oriented programs or careers; fewer sources of financial aid and diminished self-confidence on the part of women in higher level science courses; and employer unwillingness to accommodate women scientist's child-raising responsibilities and needs. Critical discussions of the papers are also included. The appendices include a copy of the workshop agenda and a list of the attendees. (TW)

ED 285 753 SE 048 341

Math Olympics--Individual and Team Events. Sixth Grade. Springfield Public Schools, Springfield, Missouri.

Springfield Public Schools, MO.

PUB DATE- 14 May 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Calculators; *Competition; Computation; Computer Uses in Education; *Elementary School Mathematics; Geometry; *Grade 6; Intermediate Grades; Mathematical Concepts; *Mathematical Enrichment; Mathematics Education; Mathematics Instruction; *Mathematics Skills; *Mathematics Tests; Problem Solving
IDENTIFIERS- *Mathematics Contests; Springfield Public Schools MO

This document provides a description of the competitions involved in the Mathematics Olympics held in the Springfield Public Schools (Missouri). It provides descriptions of the team events (which involved a scavenger hunt, computers, and computations) and the individual events (which involved applied geometry, calculators, conversion from ratio to fraction to decimal to percent, and problem solving). The Olympics are open to sixth grade students and all events are held in one evening. (A schedule of the events is provided). The bulk of the document contains the student tests and worksheets used in all of the events. Answer keys are provided for the teacher and a form is included for the teacher to indicate who will compete and when. (TW)

ED 285 754 SE 048 342

Mattheis, Floyd E.; And Others
A Study of the Logical Thinking Skills, Integrated Process Skills, and Attitudes of Junior High School Students in North Carolina.
PUB DATE- Aug 85
NOTE- 81p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986). Contains some light and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Processes; Foreign Countries; Formal Operations; International Cooperation; *International Educational Exchange; *Logical Thinking; Process Education; Science Education; Science Instruction; Science Teachers; Secondary Education; *Secondary School Science; Skill Development; *Student Attitudes
IDENTIFIERS- Japan; *North Carolina; *Science Education Research

The basic purpose of the cooperative research project was to study the level of reasoning skills in junior high school students in Japan and the United States (grades 7, 8, and 9). This study examined the relationships among logical thinking skills, integrated process skills, and attitudes of junior high school students in North Carolina. Students' participation in out-of-school activities as well as teacher background variables were also studied. Nearly 40 teachers from 10 school districts and approximately 3,500 students from North Carolina provided data and a parallel study was simultaneously conducted in Japan. Instrumentation and results are discussed and include the topics of: (1) logical thinking (measuring concrete and formal thinking skills); (2) integrated process skills (examining five subscale skill areas); (3) attitudes (focusing on opinions toward science); (4) student participation (considering in-school and out-of-school activities); and (5) teacher background (obtaining data about teachers' education, experience, and teaching methods). Results in all tested areas are summarized and compared with findings of the Japanese counterparts. Suggestions are offered for improving student reasoning skills. (ML)

ED 285 755 SE 048 343

Matsumoto, Katsunobu
Expected Style of In-Service Programs for Teachers: Objectives, Content, Methods, and Educational Innovations in Japan.
PUB DATE- Sep 86
NOTE- 8p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; *Inservice Teacher Education; *National Programs; Public Agencies; Science Education; Science Instruction; *Science Teachers; Science Teaching Centers; *Secondary School Science; Workshops
IDENTIFIERS- *Japan

Most educators feel that it is important to provide novice teachers with in-service training at the beginning of their teaching careers, and to continue with such programs throughout their professional lives. With this in mind, this document outlines a proposed in-service teacher education program for Japan. The paper considers the creation of in-service education programs for beginning teachers, and suggests required attendance at certain in-service programs and a one year conditional period. The general situation of in-service education for science teachers in Japan is examined, and the roles of the Ministry of Education, the Science and Culture Prefectural Board of Education, for Japan. The paper considers the creation of in-service education programs for beginning teachers, and suggests required attendance at certain in-service programs and a one year conditional period. The general situation of in-service education and the Prefectural Education Centers are described. Additional information and recommendations are given about the involvement of science education centers in in-service education, the Hiroshima Prefectural Science Education Center, and courses sponsored by research organizations. (TW)

ED 285 756 SE 048 344

Takemura, Shigekazu
The Originality and Problems of Japanese Education.
PUB DATE- Sep 86
NOTE- 15p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Finance; *Educational History; *Educational Legislation; *Educational Philosophy; Elementary School Science; Elementary Secondary Education; *Foreign Countries; Inservice Teacher Education; *National Programs; Science and Society; Science Education; Science Instruction; Secondary School Science; Technological Advancement
IDENTIFIERS- *Japan

This document traces the history of Japanese education since World War II and explains how the Japanese educational system operates today. Included in the discussion is information about: (1) the 1947 Fundamental Law of Education (which called for equal educational opportunities and compulsory education for nine years); (2) the development of the courses of study at the national level; (3) the roles of curriculum councils and curriculum specialists; (4) the development of science teaching materials; (5) in-service teacher education; (6) budgets and subsidies of local schools; (7) the national evaluation of new curricula; (8) the broad objectives of the entire educational program; (9) the assessment of student needs; (10) the comparative achievement of Japanese students in contrast to other countries; and (11) some of the current concerns and issues facing education in Japan. (TW)

Takemura, Shigekazu
Open Competence on Science Education Curriculum Instruction.
PUB DATE- Sep 86
NOTE- 20p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary School Science; Elementary Secondary Education; *Foreign Countries; Inservice Teacher Education; *Science and Society; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Technology
IDENTIFIERS- *Japan

Considering the rapid advancements in scientific knowledge and technological improvements, this paper calls for a reorientation of the curriculum and instruction of science education in Japan. The document encourages the development of a science education program which focuses on a few major concepts and then teaches children how to think rationally. The bulk of the paper contains lists of competencies required for this new approach to science curriculum and instruction. It suggests that the new thrusts involve: (1) national structures; (2) the culture and society; (3) career potentialities; (4) science and technology education; (5) science education objectives (including knowledge, problem solving and process skills, and attitudes and values); (6) curriculum development that reflects societal changes; (7) resources and facilities; (8) inservice education; (9) new approaches to teaching science content; (10) learning processes, and (11) evaluation. (TW)

ED 285 758 SE 048 346

Han, Jong-Ha
Problems and Issues in Science Education in Korea.
PUB DATE- Sep 86
NOTE- 16p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Elementary School Science; Elementary Secondary Education; Environmental Education; *Foreign Countries; Industrialization; National Programs; Problem Solving; *Science and Society; *Science Curriculum; Science Education; Science Education History; Science Instruction; *Secondary School Science; Technology
IDENTIFIERS- *South Korea

In the Republic of Korea, elementary schools provide compulsory education to children between the ages of six and eleven. Students ages 12-14 attend middle school, and high schools offer three years of upper secondary education to students ages 15-17. This report describes the design of the science education program in South Korea, highlighting the revisions in the national curriculum from 1963 to the present. Particular attention is paid to the most recent curricular revision, which took place in 1980. The principal guideline for this revision was to move away from John Dewey's life-centered curriculum to a discipline-centered one, which focuses on the structure of scientific knowledge, process skills and inquiry. This document presents some of the problems and issues facing South Korean science educators as a result of the 1980 revision. These include the claims that: (1) little of the science curriculum deals with applied fields and topics of practical utility; (2) opportunities to enhance creative problem-solving abilities are very limited; (3) few chances exist to integrate technological advances and real life situations into science learning; and (4) the current curriculum overlooks the various problems of the social and environmental impacts a highly industrialized society. Recommendations designed to help rectify these problems are presented. (TW)

ED 285 759 SE 048 347

Han, Jong-Ha
The Cognitive Development of Secondary School Students in the Republic of Korea.
PUB DATE- Sep 86
NOTE- 19p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Measurement; Cognitive Processes; *Foreign Countries; Formal Operations; *Logical Thinking; *Piagetian Theory; Problem Solving; Science Education; Science Instruction; Secondary Education; *Secondary School Science; *Secondary School Students
IDENTIFIERS- *South Korea

This paper describes a study designed to investigate the development of scientific reasoning or logical thinking patterns of South Korean secodary school students. The scientific reasoning or logical thinking patterns were categorized into patterns of logic such as seriation, combinations, proportion, control of variables, probability, and proposition. The investigation intended to determine when South Korean secondary school students use the scientific thinking patterns in problem-solving situations and to identify the level of intellectual development which the students reach in terms of Piagetian developmental stages. The conclusions reached as a result of the study include: (1) the formal thinking variables of combination and two-dimensional reasoning develop relatively early, while proposition and probability develop comparatively late; and (2) the cognitive development level of South Korean secondary students in this study did not coincide with Piaget's prediction, but displayed similar results to some earlier studies. Additional results related to student variables including geographical location, sex, and socio-economic status are also reported. (TW)

Nagasu, Namio

The Present Status and Problems of Pre- and In-Service Training of Science Teachers in Japan.

PUB DATE- 18 Sep 86
NOTE- 13p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; Graduate Study; Higher Education; Science Curriculum; Science Education; Science Instruction; *Science Teachers; *Secondary School Science; *Teacher Certification; *Teacher Education; Undergraduate Study
IDENTIFIERS- *Japan

This document describes some of the variables influencing the education of science teachers in Japan. One consideration involving the preservice education of science teachers relates to the type of undergraduate program. Both the Teacher Training System (TTS), in which the undergraduate students are based within the college of education, and the Non-Teacher Training system (Non-TTS), where undergraduates are based in a science or agriculture department and then obtain the necessary education credits for certification, are described. The fundamental qualifications and minimum number of credits for both service and education are listed for high school and junior high school science teachers, as well as for elementary school teachers. The in-service education of science teachers in Japan is also addressed. Three types of in-service training include: (1) inservice education taken at a science education center; (2) taking courses at a university; and (3) voluntary attendance at meetings of science teaching associations. (TW)

ED 285 761 SE 048 349

Nagasu, Namio

The Status of In-Service Training Programs for Lower Secondary Science Teachers in Japan.

PUB DATE- 18 Sep 86

NOTE- 8p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986). Document contains pages of marginal legibility and charts which may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Audiovisual Aids; Audiovisual Instruction; *Foreign Countries; *Inservice Teacher Education; Rural Urban Differences; Science Education; *Science Instruction; Sciences; *Science Teachers; Secondary Education; *Secondary School Science; Teaching Experience

IDENTIFIERS- *Japan

This study was designed to determine the status of in-service teacher training programs for lower secondary science teachers in Japan. The investigation involved measuring the percentage of science teachers attending in-service training sessions on pure science fields, science teaching, and the use of audio-visual aids. In addition, science teachers were categorized according to different teaching experiences, age, geographic location, and the type of undergraduate department where they received their initial training. The results indicate that: (1) most secondary science teachers have 20 or more years of experience; (2) there are more younger science teachers in large cities than in small cities and rural areas; (3) most science teachers received their undergraduate training in a teacher training system (TTS); (4) the most popular (measured in terms of attendance) in-service training programs related to science teaching; and (5) the least popular in-service training program for science teachers related to the use of audio-visual aids. (TW)

ED 285 762 SE 048 350

Yoshida, Atsushi

Expected Style of Pre-Service Programs for Teachers: Objectives, Content, Methods and Educational Innovation in Japan.

PUB DATE- Sep 86
NOTE- 13p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986). Contains some charts which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Foreign Countries; Higher Education; Minimum Competencies; *Preservice Teacher Education; *Teacher Certification; Teacher Characteristics; *Teacher Education Curriculum; *Teacher Improvement; Teacher Qualifications; Teacher Selection; Teaching Methods

IDENTIFIERS- *Japan

This document outlines the present preservice teacher education program in Japan and proposes some innovations. The basic concepts of education in Japan are listed and are said to be included in objectives of all teacher training programs. Several features of teacher education curricula are described, including the types of certificates available, the number of credits needed for various certificates, and a list of minimum teacher qualifications. The lack of courses on the nature of teaching and learning, and the overuse of the lecture method are discussed. Finally, 15 innovations needed in the overall preservice teacher education program are suggested. The document also contains tables showing the minimum number of credits required for each teaching certificate, a schematic of the overall program, and the organization of the content of the specialized field of chemistry. (TW)

ED 285 763 SE 048 351

Yoshida, Atsushi

Implications of the Educational Environment and Its Correlation to the Reasoning/Thinking Skills and Process Skills of Learners in Japan.

PUB DATE- Sep 86
NOTE- 11p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Educational Environment; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; *Process Education; Science Curriculum; Science Education; Science Experiments; Science Instruction; *Secondary School Science; Skill Development; Student Attitudes; *Student Participation
IDENTIFIERS- *Japan

To cope with some social problems, Japanese educational planners are drafting some proposals for research into innovations in the educational system. This paper reports on some research recently done which looked into the relationships of the Japanese educational environment and the reasoning/thinking skills and process skills of students in science. Following a discussion of the different variables investigated, a number of positive correlations are reported. These include findings on very distinct relationships between: (1) measures of students logical thinking and science process skills; (2) students' extent of participation in science activities and their extent of participation in scientific investigation; (3) students' attitudes and their extent of participation in scientific investigation; (4) students' extent of participation in investigation and their feelings about nature; (5) students' attitudes and their extent of participation in science activities; and (6) students' extent of participation in scientific investigation and the measures of their science process skills. (TW)

ED 285 764 SE 048 352

Terakawa, Tomosuke
Expected Style of New Curriculum Development in Japan--Provisions of Good Setting, Development of Materials and Equipment.
PUB DATE- Sep 86
NOTE- 14p.; Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Disabilities; Educational Finance; Educational Legislation; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; National Programs; *Science Curriculum; Science Education; Science Equipment; Science Instruction; *Science Materials; *Secondary School Science
IDENTIFIERS- *Japan

This paper discusses the development of new curricula, materials, and equipment in Japan. The first section, "The Development of New Curricula," discusses the National Curriculum Council and the improvement of the content of instruction, including basic directions for improvement, the structure and content of school subjects, and the improvement of systems. The second section, "Development of Materials," relates to both the needs of schools for material development, and the funding of such developments. The third section, "Equipment," presents the Science Education Promotion Law, which was established in 1953 to support the purchase of science education experimental materials and equipment for elementary, middle, and high schools. Included are tables listing instruments needed for students with various handicapping conditions to study science topics in the elementary and secondary schools. In addition, some data is presented regarding the frequency of the use of observations and experiments in teaching biology, chemistry, physics, and earth science. (TW)

ED 285 765 SE 048 353

Ruiz, Anita Anne
Landscape Architects and Environmental Concern: An Examination of Attitudes, Verbal Commitment and Actual Commitment.
PUB DATE- 87
NOTE- 153p.; Master's Thesis, The Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; *Architects; Attitude Measures; *Attitudes; *Citizen Participation; Citizen Role; *Environmental Education; *Landscaping; Professional Associations; *Social Responsibility
IDENTIFIERS- Environmental Education Research; *Landscape Architecture

Landscape architects have a combination of abilities that have been gained through education and experience that could make their demonstration of environmental concern as citizens very effective. This study assessed the attitudes, verbal commitment, and actual commitment regarding environmental concern held by landscape architects registered and living in California, Connecticut, Florida, or Washington. A sexually stratified random sample was used that equally divided the participants per state and also classified them as members or nonmembers of the American Society of Landscape Architects (ASLA). The results indicated that landscape architects held positive attitudes and verbal commitment to environmental concern that were not reflected in actual commitment. A significant positive relationship existed between time devoted to "pro bono" work and "civic activities" and actual commitment to environmental concern. While attitude and verbal commitments were similar, ASLA members reported significantly higher actual commitment than nonmembers. (Author/TW)

ED 285 766 SE 048 354

The Education for a Competitive America Act. Report from the Committee on Labor and Human Resources, Together with Minority Views (To Accompany S. 406). 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-R-100-73
PUB DATE- 16 Jun 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Legislation; Educational Technology; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Federal Legislation; Illiteracy; Mathematics Education; Mathematics Instruction; Science and Society; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; *Second Language Instruction; Vocational Education
IDENTIFIERS- Congress 100th; *Education for Economic Security Act 1984; Proposed Legisation

Improving America's competitive position in international trade is one of the major issues before the 100th Congress. This report from the Senate Committee on Labor and Human Resources deals with Senate Bill 406 which was recommended to the Senate for passage. The bill gives special attention to improving the educational achievement of American school children in mathematics, science and foreign languages, and addresses disadvantaged youth and displaced workers, illiterate adults, and the increased use of technology in education. The document contains: (1) an introduction; (2) accounting of legislative consideration and votes in committee; (3) rationale statement for the legislation; (4) explanation of the legislation; (5) the regulatory impact statement; (6) cost estimate; (7) section-by-section analysis; (8) the changes in existing law statement; and (9) minority views. (TW)

ED 285 767 SE 048 355

Clifford, Paul C.; And Others
Sets, Probability and Statistics: The Mathematics of Life Insurance.
American Council of Life Insurance, Washington, D.C. Education and Community Services.
PUB DATE- Sep 78
NOTE- 39p.; For a computer program based on this text, see SE 048 356.
AVAILABLE FROM- American Council of Life Insurance, Company Services, 1001 Pennsylvania Avenue, NW, Washington, DC 20004-2599 (25 copies to teachers free, then $.15 each; order #176).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Insurance; Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Probability; School Business Relationship; Secondary Education; *Secondary School Mathematics; *Set Theory; *Statistics

The practical use of such concepts as sets, probability and statistics are considered by many to be vital and necessary to our everyday life. This student manual is intended to familiarize students with these concepts and to provide practice using real life examples. It also attempts to illustrate how the insurance industry uses such mathematic concepts for everyday business activities. The booklet was designed to be used in basic and advanced high school mathematics classes. The eight lessons contain activities involving: (1) sets; (2) sample spaces; (3) probability; (4) statistics; (5) mortality tables and life insurance; (6) interest; and (7) insurance premiums. (TW)

ED 285 768 SE 048 356

King, James M.; And Others
Sets, Probability and Statistics: The Mathematics of Life Insurance. Computer Program. Second Edition.
American Council of Life Insurance, Washington, D.C. Education and Community Services.
PUB DATE- 85
NOTE- 27p.; For the publication on which this computer program is based, see SE 048 355.
AVAILABLE FROM- American Council of Life Insurance, Company Services, 1002 Pennsylvania Avenue, NW, Washington, DC 20004-2599 ($50.00; order #C48).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051 Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Courseware; Death; Insurance; Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Probability; Secondary Education; *Secondary School Mathematics; *Set Theory; *Statistics

The materials described here represent the conversion of a highly popular student workbook "Sets, Probability and Statistics: The Mathematics of Life Insurance" into a computer program. The program is designed to familiarize students with the concepts of sets, probability, and statistics, and to provide practice using real life examples. It also attempts to illustrate how the insurance business uses such mathematical concepts to carry out everyday business activities. The program was developed to be used in basic and advanced high school mathematics classes. The eight lessons contain activities involving: (1) sets; (2) sample spaces; (3) probability; (4) statistics; (5) mortality tables and life insurance; (6) interest; (7) figuring the insurance premium; and (8) information about the annual premium. The entire package includes a teacher's guide, four computer disks, an answer key, and a copy of the student workbook. (TW)

ED 285 769 SE 048 357

Teich, Albert H.; And Others
Graduate Education and Career Directions in Science, Engineering and Public Policy.
American Association for the Advancement of Science, Washington, D.C. Committee on Science and Public Policy.
REPORT NO.- AAAS-Pub-86-17; ISBN-0-87168-290-7
PUB DATE- Dec 86
NOTE- 175p.; Contains some small type.
AVAILABLE FROM- American Association for the Advancement of Science, Marketing Department, 1333 H Street, NW, Washington, DC 20005 ($10.00 softcover; $8.50 to AAAS members; 6 for $8.00 each; 21 for $7.00 each; 51 for $6.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Career Planning; *College Science; Educational Assessment; *Employment Opportunities; *Engineering Education; Futures (of Society); *Graduate Study; Higher Education; *Public Policy; Science and Society; *Science Curriculum; Science Education

This report is based on a study of professional education and career directions in the field of Science, Engineering and Public Policy (SEPP). It used data collected from surveys of 21 SEPP graduate programs, approximately 550 alumni from 16 of these programs, and employees and professionals who entered the field without formal SEPP education. Chapters include: (1) a description of the history and a definition of SEPP field; (2) a contemporary view of graduate programs; (3) a discussion of graduate education and careers; and (4) a discussion of the future of SEPP, including a delineation of the issues and a listing of recommendations. The study concludes that despite some problems, graduate programs are in a reasonably good state. A number of issues raised for further consideration relate to the curriculum structure and content, the legitimacy of SEPP in the academic world, and the problems of professional identity. The appendixes include questionnaires, an annotated bibliography, and tables analyzing the survey data. (TW)

ED 285 770 SE 048 358

Summary of Grants, Fiscal Year 1984-86. Research in Teaching and Learning Program.

National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.

REPORT NO.- NSF-86-84
PUB DATE- Mar 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; *Federal Aid; Learning Processes; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Research Projects; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- Mathematics Education Research; National Science Foundation; *Science Education Research

The Program for Research in Teaching and Learning of the National Science Foundation (NSF) supports basic and applied research on what NSF considers to be the most significant factors that underlie effective teaching and learning in science and mathematics at all levels. This document provides descriptions of projects funded during fiscal years 1984-86. Projects include: (1) teaching and learning in specific subject areas (chemistry, physics, mathematics, biology, computer science, etc.); (2) the early development of reasoning and understanding, and the processes by which students learn to solve problems in logic, mathematics, science and technology; (3) the acquisition of knowledge and its representation in specific areas of science and mathematics; (4) factors that influence the quality and effectiveness of instruction in science and mathematics and the participation and achievement of students at various ages; and (5) factors that are influential in the development and maintenance of interest, including early development of motivation and talent in science, mathematics and technology. The types of research projects likely to be funded in fiscal year 1987 are also presented. (TW)

ED 285 771 SE 048 359

O'Donnell, William J.; Endsley, Glenn J.
Cognitive Preferences of Algebra Students across Grade and Ability Levels.

PUB DATE- 86
NOTE- 19p.; Paper presented at the Annual Meeting of the School Science and Mathematics Association (Lexington, KY, November 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Rating; *Algebra; Cognitive Structures; *Cognitive Style; Concept Formation; Learning Modalities; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Sex Differences; Student Interests
IDENTIFIERS- *Mathematics Education Research

This study focuses on the possible relationships between cognitive preference scores of algebra students and level of algebra, sex, and performance rank in algebra classes. The sample consisted of 162 students from a high school in the Denver area. The instruments used were the Cognitive Preference Test: Mathematics (Revised) (CPTM) and the Cognitive Preference Examination-II) (CPE-II). The results of the study indicated: (1) there were no differences in the CPTM preference scores of students when grouped by grade level and performance rank; (2) the analysis of the CPE-II scores failed to yield significant insights, which led the researchers to speculate that these preference modes are not as important in the study of mathematics as they are in other disciplines; and (3) although several interaction effects were found to exist, their meaning and implications were unclear to the investigators. Numerous data tables are included. (TW)

ED 285 772 SE 048 360

Kloosterman, Peter; Harty, Harold
Current Teaching Practices in Science and Mathematics in Indiana Elementary Schools. Final Report.
Indiana Univ., Bloomington. School of Education.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Aug 87
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Drills (Practice); Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; Manipulative Materials; Mathematics Education; *Mathematics Instruction; *Problem Solving; Science Education; *Science Instruction; *State Surveys; Teaching Methods
IDENTIFIERS- *Indiana

In December of 1986 and January of 1987, questionnaires on teaching practices in science and mathematics were sent to elementary school principals in Indiana. The first questionnaire, completed by 301 administrators, concerned manipulative use of materials in science and mathematics. The second questionnaire, completed by 317 administrators, contained questions dealing with problem-solving instruction and use of computers in science and mathematics. Results of the study include findings that: (1) manipulatives were used to teach science more frequently in grades 3-5 than in grades K-2; (2) manipulatives were used to teach mathematics more frequently in grades K-2 than in grades 3-5; (3) problem-solving was given greater emphasis in grades 3-5 than in grades K-2 in science and mathematics; (4) computers were used for science and mathematics instruction more in grades 3-5 than in grades K-2, and (5) drill and practice was the most common application of the computer to science and mathematics instruction. Tables are provided in the text; copies of the questionnaires are included in the appendix. (Author/TW)

ED 285 773 SE 048 361

Medvitz, Albert G., Ed.
Science Education in a High Technology Society: Proceedings of a Conference (2nd, Boston, MA, March 31-April 2, 1984).
Association for Science Education, Cambridge (England).; National Science Teachers Association, Washington, D.C.

PUB DATE- Jan 85
NOTE- 374p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Educational Technology; *Elementary School Science; Elementary Secondary Education; Foreign Countries; International Cooperation; *International Educational Exchange; Professional Associations; Science and Society; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; *Technological Advancement
IDENTIFIERS- *United Kingdom

The theme of this conference was intended to reflect the changes in the economic and educational environment and the changing perceptions of science educators in the United States and in the United Kingdom since the first such seminar which occurred in 1982. The document includes the text of the keynote address by F. James Rutherford entitled "Second Thoughts on a Theme: Science Education in a High Technology Society." Other sections of the proceedings contain papers on: (1) cost effective science education; (2) the appropriate use of high technology in the classroom; (3) meeting the needs of diverse learners; (4) research in science education; (5) providing professional support for teachers; and (6) strengthening the voice of professional associations in science education. A summary of the conference, and comments by Valerie B. Payne and Cindy Hrebar to the annual meeting of the National Association of Science Teachers are included. The appendixes include a description of the British and American educational systems. (TW)

ED 285 774 SE 048 363

General Science, Ninth Grade: Theme I and Theme II. Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- CURRIC-00-8040-90; ISBN-88315-538-9
PUB DATE- 84
NOTE- 365p.; For student laboratory manual see SE 048 364. For Theme III and Theme IV manuals, see SE 048 365-366.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston St., Room 613, Brooklyn, NY, 11201 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Electricity; *Energy Education; *General Science; Grade 9; Measurement; *Science Activities; Science and Society; *Science Curriculum; Science Education; *Science Instruction; Scientific Concepts; Scientific Methodology; Secondary Education; *Secondary School Science
IDENTIFIERS- *New York City Board of Education

This document was designed to assist teachers who are helping ninth grade students in New York City learn scientific concepts. In addition, the guide emphasizes basic reasoning skills which underlie problem-solving processes in scientific and nonscientific disciplines. The first section of the guide contains lessons on what a scientist does, measurement, and scientific reasoning. The second section provides the teacher with activities on basic energy concepts including heat energy, light, sound, electricity, and current and future energy resources. At the end of each unit is a list of review questions, and a final examination is provided for each of the two major sections. Also included is a bibliography for students, a list of government sources for further information, selected teacher references, a list of film strips and an evaluation form to be used by the teacher to judge the effectiveness of the materials. (TW)

ED 285 775 SE 048 364

General Science, Ninth Grade: Theme I and Theme II. Student Laboratory Manual. Experimental.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- CURRIC-03-6080-40; ISBN-88315-566-4
PUB DATE- 84
NOTE- 92p.; For the teacher's manual, see SE 048 363. For Theme III and Theme IV manuals, see SE 048 365-366.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston St., Room 613, Brooklyn, NY, 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alternative Energy Sources; Electricity; Energy Education; *General Science; *Grade 9; Heat; *Laboratory Manuals; Light; Measurement; *Science Activities; Science Education; *Science Experiments; Secondary Education; *Secondary School Science
IDENTIFIERS- *New York City Board of Education

This ninth grade student manual was developed to be used in conjunction with some of the experimental science activities described in the teacher's guide. It contains laboratory worksheets for: (1) measurement; (2) basic energy concepts; (3) heat energy; (4) light; (5) sound; (6) electricity; and (7) present and future energy resources. Additional worksheets give instructions for a home study (the growth of bean seeds) and on the use of the periodic table. Also included are the following: (1) a guide to reading electric meters; (2) a student polling sheet and data sheets which deal with nuclear issues; and (3) a chart relating careers in energy to level of schooling needed. (TW)

ED 285 776 SE 048 365

General Science, Ninth Grade: Theme III and Theme IV. Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- CURRIC-00-8040-91; ISBN-88315-565-6
PUB DATE- 84
NOTE- 309p.; For the student laboratory manual, see SE 048 366. For Theme I and Theme II manuals, see SE 014 363-364.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston St., Room 613, Brooklyn, NY, 11201 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Diseases; *Environmental Education; *General Science; *Grade 9; Hazardous Materials; Pollution; Science Activities; Science and Society; Science Curriculum; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Water; Water Treatment
IDENTIFIERS- *New York City Board of Education

This document was designed to help teachers provide ninth grade students in New York City with opportunities to learn about scientific processes as well as basic reasoning skills which underlie problem-solving processes in scientific and nonscientific disciplines. The first section of the guide, "The Environment," contains lessons which deal with soil, hazardous wastes, wildlife refuges, the water cycle, water treatment, acid rain, basic concepts about air, air pollution, environmental careers, and individual environmental responsibilities. Section two, "Health and Diseasd," contains activities on the topics of infectious and noninfectious diseases, natural defenses against disease, the identification of new diseases, and health related careers. At the end of each unit is a list of review questions. Also included is a bibliography for students, a list of government sources for further information, selected teacher references, a list of filmstrips, some suggested field trips, and a survey form for the teacher's evaluation of the curriculum materials. (TW)

ED 285 777 SE 048 366

General Science, Ninth Grade: Theme III and Theme IV. Student Laboratory Manual. Experimental.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- CURRIC-03-6080-41; ISBN-88315-567-2
PUB DATE- 84

NOTE- 88p.; For the teacher's manual, see SE 048 365. For Theme I and Theme II manuals, see SE 048 363-364.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston St., Room 613, Brooklyn NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Diseases; *Environmental Education; *General Science; *Grade 9; Hazardous Materials; *Laboratory Manuals; Pollution; School Safety; *Science Activities; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Water; Water Treatment
IDENTIFIERS- *New York City Board of Education

This document is the student laboratory manual that was designed to accompany some of the experimental activities found in the teacher's guide to this general science course for ninth graders. It contains laboratory worksheets for lessons on such topics as: (1) soil; (2) hazardous waste; (3) wildlife refuges; (4) the water cycle; (5) water treatment; (6) air pollution; (7) acid rain; (8) infectious and noninfectious diseases; (9) human life expectancy; (10) cancer; (11) the identification of new diseases; (12) the microscope; and (13) bacteria. Also included is a list of science safety rules. (TW)

Weiss, Iris R.; Weber, Jilene

National Survey of Science, Mathematics, and Social Studies Education, 1977 machine-readable data file .

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science Education.
REPORT NO.- EF000106; PB-284330
PUB DATE- 77
NOTE- For "Data Tape User's Manual" pertaining to this data file, see PB-284 331 (NTIS: $4.00).
AVAILABLE FROM- National Technical Information Service (NTIS), Springfield, VA 22161 (magnetic tape, containing 6 files, written as 9-track, ASCII character set tape, $300).
LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Elementary School Curriculum; Elementary Secondary Education; *Mathematics Curriculum; *National Surveys; *Science Curriculum; *Secondary School Curriculum; *Social Studies
IDENTIFIERS- *National Survey of Science Math and Social Studies

The National Survey of Science, Mathematics, and Social Studies Education for 1977 resulted in a series of six machine-readable data files (MRDF) summarizing the responses of teachers, principals, superintendents, local district supervisors, and state supervisors from each of the 50 states and the District of Columbia. The purpose of this survey was to provide the National Science Foundation (NSF) with current accurate data about the following curriculum-related topics: Number of Years Teaching, Sources of Information, Needs for Assistance, Time Spent in Instruction, Teaching Techniques, Use of Audiovisual Materials, Use of Federally-funded Curriculum Materials, Attendance at NSF-Sponsored Activities, Problems Affecting Instruction, Course Offerings, State and Local Guidelines, Use of Textbooks and Other Curriculum Materials, and Role of Teachers and Supervisors in Elementary and Secondary Education in Science, Mathematics, and Social Studies. The six distinct files are: Teachers File, Principals File, Enrollment File, District Program File, District Superintendents File, State Supervisors File. Ninety-two (92) different programs in science, mathematics, and social studies were identified, along with corresponding course materials and textbooks. TYPE OF SURVEY: National Survey. RESPONDENTS: Principals (1,177-84%); School District Supervisors (1,893=72%); School Superintendents (356=73%); State School Supervisors (173=90%); Teachers (4,829=76%). (WTB)

SO

ED 285 779 SO 017 168

Tatum, Lyle, Ed.
South Africa: Challenge and Hope. Revised Edition.
American Friends Service Committee, Philadelphia, Pa.
PUB DATE- 87
NOTE- 237p.
AVAILABLE FROM- Hill and Wang, 19 Union Square West, New York, NY 10003 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Church Role; *Civil Rights; Foreign Countries; International Relations; *Racial Discrimination; Racial Relations; Racial Segregation; Resource Materials; Social Control; Social Sciences; *Social Stratification; Social Studies
IDENTIFIERS- *Apartheid; Organization of African Unity; *South Africa; United Nations; United States; USSR

In South Africa, racial identification determines all facets of a person's life--political, economic, and social. Divided into ten chapters, this book was prepared to increase public awareness of black South Africans' struggle for freedom. Chapter one discusses how the system of apartheid is built on the official identification of all citizens by race; the restriction of voting rights to whites, coloureds, and Asians; a parliament with built-in control for whites; segregated areas for ownership and occupation of land and housing; segregated, unequal education and health systems; and restricted personal and social interaction among groups. Apartheid is enforced by a range of far reaching security laws, applied by police and military forces. The historic forces that molded such a society are explored in chapter two. The resistance by blacks to white domination is the focus of chapters three and four. Chapter five charts the political relations of South Africa with its neighboring states, the United States, and the USSR. The movement led by the Organization of African Unity (OAU) to exert international pressure on South Africa and the activities of the United Nations are examined in chapter six. The different types of economic pressures are outlined in chapter seven, and chapter eight discusses the difficulty in getting people in power to relinquish any part of that power. Proposals for bringing about change are made in chapter nine, and the last chapter is devoted to a discussion of the problems of liberation. A chronology and notes are provided. An appendix includes a list of abbreviations, a glossary, selected references, and miscellaneous items dealing with: (1) race classification; (2) the KAIROS document; and (3) history and policy of the Society of Friends in South Africa. (SM)

ED 285 780 SO 017 685

Nelson, Kathryn E.

Liberal Arts in a High-Tech World.

PUB DATE- Oct 85
NOTE- 18p.; A speech presented to the Missouri Association of Community and Junior Colleges (St. Louis, MO, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; College Programs; *Higher Education; Humanities; *Liberal Arts; Postsecondary Education; *Technological Advancement; Undergraduate Study

In recent years, education has shifted its goals from acquiring a classical methodology to learning how to make a living. Students are taking fewer liberal arts courses; and at the same time, reading, thinking, and reasoning skills are declining. With the advent of Sputnik in 1957, the idea that hard science had the answers to the world's problems became pervasive. The era of high technology has promised that life will be easier and better. To view education only as training to learn how to make a living interrupts the process of learning to become a human being. The humanities teach one to explore, research, and analyze ideas. They enrich one's personal life and work. To be educated is to be provided with access to an abundant life and to understand the past with an ability to prepare for the future. The liberal arts enrich our lives and enhance our relationships with others. (SM)

ED 285 781 SO 017 696

Hooghoff, Hans
National Development Education Network: Framework Plan for the Period from 1 August 1986 to 1 August 1991.
National Inst. for Curriculum Development (SLO), Enschede (Netherlands).

PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Curriculum; *Curriculum Development; Curriculum Enrichment; Developed Nations; *Developing Nations; Economically Disadvantaged; Elementary Secondary Education; *Networks; Poverty Areas
IDENTIFIERS- *Netherlands

In 1982 the Netherlands National Institute for Curriculum Development (SLO), with the support of Parliament, devised the framework for the Development Education Project (EPOS). This project concerns a national development education network, which is to be supported for a new period, 1986 to 1991. EPOS is comprised of national organizations, research centers, and teacher colleges whose purposes are to assist in the establishment of a permanent position in the curriculum for development education in the first and second stages of secondary education (12-16 year olds) and to improve the quality of education in primary schools. The specific goals of development education are to teach about the lives of people in developing nations in relation to persons living in more affluent regions of the world. Comparisons concerning poverty levels, development possibilities, cooperation, and current theories are stressed. The EPOS Project's network activities include the implementation, evaluation, modification, and development of supplementary materials and tests. The activities are directed by a national coordinating committee comprised of members representing specifically selected and involved organizations. Activities may be funded on the basis of project/activity plans submitted by the network to the national government. (JHP)

ED 285 782 SO 017 697

Hooghoff, Hans
Social and Political Education in the Netherlands.
National Inst. for Curriculum Development (SLO), Enschede (Netherlands).

PUB DATE- Mar 87
NOTE- 17p.; Reprinted from a paper entitled "Curriculum Development for Political Education in the Netherlands" and presented at the Conference on Political Education of the Young (Cologne, West Germany, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Curriculum Enrichment; Foreign Countries; Political Influences; Relevance (Education); Required Courses; Secondary Education; *Secondary School Curriculum; Social Influences; *Social Studies
IDENTIFIERS- *Netherlands; *Political Education

The National Institute for Curriculum Development (SLO) in the Netherlands originated in 1975 to evaluate and redesign existing curricula and to coordinate programs at various levels. The SLO Humanities department, which includes the subjects of geography, history, and economics, has been engaged in curriculum development in lower vocational and general secondary education programs. This group produces both theoretical publications and practical curriculum guides on such subjects as the family, mass-media, and vandalism. A primary goal of the SLO has been to improve the social and political relevance of education through the introduction of a compulsory course in the last two years of secondary education called Maatschappijleer. A primary basis of this course is that while human thoughts and actions are influenced by society, we can learn to think autonomously and have an impact on the circumstances of our lives through choices. As a result, Maatschappijleer is defined as social and political education designed to train students to learn to live together harmoniously in a democratic and humane manner. The SLO recommends a thematic teaching approach based on introductions to social and political issues. (JHP)

ED 285 783 SO 017 711

Suter, Coral; Croddy, Marshall
American Album: 200 Years of Constitutional Democracy. Law in U.S. History. Law in Social Studies Series.
Constitutional Rights Foundation, Los Angeles, Calif.
SPONS. AGENCY- California State Dept. of Education, Los Angeles.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 86
NOTE- 59p.; For the instructor's edition, see SO 017 712.
GRANT- 85JSCX0007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; *Constitutional History; *Constitutional Law; Correctional Institutions; Educational Resources; Instructional Materials; Law Related Education; Leadership Styles; Political Science; Secondary Education; *United States History

This book explores the lives of people who have shaped the laws and legal system of the United States and describes their impact on the U.S. Constitution. The new government's beginnings are examined in unit 1, through the pitfalls and triumphs of the First Continental Congress. The role of John Marshall, the First Chief Justice of the Supreme Court, who defined the nature of America's judicial branch of government, is outlined. The next unit follows Dorothea Dix in her struggle to reform America's prison system. Unit 4 discusses Dred Scott, whose landmark case helped define some of the issues underlying the Civil War. Unit 5 investigates famous lawmen and outlaws in the old West. Discussion of the Pinkertons and the James Gang, the Earps, and the Clantons reveals insights about law enforcement that spans both the 19th and 20th centuries. Unit 6 explores contrasting styles of executive leadership including Comanche Chief Quanah Parker, President Theodore Roosevelt, and Governor John Altgeld. Unit 7 describes the role of legal advocates through the lives of defense lawyer Clarence Darrow and prosecutor Thomas Dewey. Finally, unit 8 examines the civil rights movement. Each unit includes photos, discussion questions and follow-up activities. (RSL)

ED 285 784 SO 017 712

Suter, Coral; Croddy, Marshall

American Album: 200 Years of Constitutional Democracy. Law in U.S. History. Law in Social Studies Series. Instructor's Edition.

Constitutional Rights Foundation, Los Angeles, Calif.

SPONS. AGENCY- California State Dept. of Education, Los Angeles.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

PUB DATE- 86

NOTE- 83p.; For the student manual, see SO 017 711.

GRANT- 85JSCX0007

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; *Constitutional History; *Constitutional Law; Course Content; Curriculum Guides; Instructional Materials; *Law Related Education; Program Content; Resource Materials; Resource Units; Secondary Education; Study Guides; United States Government (Course); *United States History

IDENTIFIERS- *United States Constitution

Arranged chronologically from the Constitution's initial implementation in the late 18th century to the civil rights movement of the 1950 and 60s, this volume contains eight study units. The units address various roles in the U.S. legal system and corresponding legal processes, while raising the following constitutional issues: (1) the role and powers of the legislative, executive, and judiciary offices; (2) the avenues of representation and access to government; (3) the balances between Federal and state governments and the government and individuals; (4) criminal processes and protections; (5) property and economic rights; (6) equality of rights, protection, and opportunity; and (7) constitutional flexibility and change. The project followed the California State Department of Education's Critical Thinking Skills Process Model and includes activities designed to give students practice in skills such as reasoning, analyzing, and assessing. These materials attempt to promote the goals of law-related education (LRE), which includes teaching students to think critically, manage conflicts, and participate in groups. Instructional methods, goals and objectives, background information, ideas and instructions, and discussion questions are included. (JHP)

ED 285 785 SO 017 860

Grant, Gerald
Education, Character, and American Schools. Ethics and Public Policy Reprint 32.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-051-6
PUB DATE- Dec 81
NOTE- 20p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; *Educational Quality; Elementary Secondary Education; Information Sources; *Moral Development; Moral Values; Public Education; *Secondary Education; Social Sciences; Social Values

The intellectual and moral climate of a school is related to the nature of authority. It is the way that authority is instituted as well as the manner in which it is exercised that shapes the intellectual and moral character of the school. Public education in urban areas today is increasingly instrumental, technical, adversarial, and officially value-neutral. The burden placed on the public high schools to create a more equal society has helped create purposive disorder. Schools are increasingly operated as though they were factories for learning in which the only value is increased cognitive output. A fundamental rethinking of the nature and purpose of public education is essential. A provisional morality that expresses some of the common beliefs of a democratic pluralistic society must be reinvented. Such a morality would mean that, although differences of opinions on many issues should be respected by all, there are some salient core beliefs to which all subscribe. Without an agreement on a system of beliefs, there is no pluralism, merely coexistence. (SM)

ED 285 786 SO 017 877

Patrick, John J.

Teaching about the U.S. Constitution and the Northwest Ordinance of 1787 in Secondary Schools.

PUB DATE- Jan 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Constitutional History; Core Curriculum; *Course Content; Curriculum Development; Instruction; Program Content; Secondary Education; *Secondary School Curriculum; Social Studies; *Textbook Content; United States Government (Course); United States History
IDENTIFIERS- *Northwest Ordinance 1787; *United States Constitution

The U.S. Constitution and the Northwest Ordinance are foundations of U.S. civic culture. Since they are among the most important legacies U.S. citizens have, they deserve a prominent place in the curricula of schools and the general education of citizens. But most people do not adequately understand the Constitution and lack both awareness and knowledge of the Northwest Ordinance. Most secondary school U.S. history textbooks include less than one page on the Northwest Ordinance and it is not a part of the standard secondary school courses in civics and government. There also is a need for improvement in the quality and quantity of course content on the Constitution. Recent studies recommend using the concurrent anniversaries of the two documents as an opportunity to promote and emphasize both documents in the core curricula of secondary schools. The following concepts should be emphasized in history, government, and civics classes: (1) U.S. innovations in constitutional definition, constitution-making, and state-making; (2) historical and contemporary comparisons of constitutional change in the United States and variations in types of constitutions and governments around the world; and (3) international connections of U.S. constitutional government, both in their origins and subsequent global influences. (JHP)

ED 285 787 SO 017 957

Sayers, Evelyn M., Comp.
Hoosier Heritage: Past, Present, Future.
Indiana Historical Bureau, Indianapolis.; Indiana State Dept. of Education, Indianapolis.
PUB DATE- 86
NOTE- 80p.

AVAILABLE FROM- Hoosier Heritage, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Activities; *Cultural Awareness; Cultural Background; *Cultural Education; *Cultural Enrichment; Educational Resources; Elementary Secondary Education; Instructional Materials; Resource Materials; Social Studies; *State History; Values Education
IDENTIFIERS- *Indiana

The newsletter "Hoosier Heritage," produced monthly during the school year, was inaugurated as part of Hoosier Celebration '88, a planned statewide community-by-community celebration of Indiana's past and its potential for the future. A primary goal of "Hoosier Heritage" is to encourage public and private sector partnerships that celebrate a community's heritage and encourage planning for the future. "Hoosier Heritage" supports this effort by publishing information from and about Indiana schools and communities which can be utilized by educators and by encouraging the integration of Indiana topics into the curricula. To help accomplish this goal, the journal highlights existing heritage programs, projects, and materials which can be utilized for community studies throughout the state. Specific articles on archaeology, natural resources management, conservation, the Northwest Ordinance and the U.S. Constitution, historic preservation, the importance of foreign languages, and local heritage projects are included. A column, "Investigating our Hoosier Inheritance," appears in each issue and covers such topics as Indiana ethnic groups, historic architecture, folklore, history, and the study of community resources. Sample lesson plans suggest methods for teaching these subjects in the classroom. (JHP)

ED 285 788 SO 018 009

Sable, Martin H.

Government Agencies, Research Libraries, and Archival Sources in Urban Studies.

PUB DATE- 87
NOTE- 16p.; For related document, see SO 018 010.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Archives; Foreign Countries; *Government Role; Library Collections; Organizations (Groups); *Public Agencies; *Research Libraries; Social Science Research; *Special Libraries; *Urban Studies
IDENTIFIERS- Canada; Canadian Government

All levels of government influence urban studies because of legal jurisdictions and control of funding sources. Selected U.S. and Canadian federal level agencies and organizations are described in terms of their activities and involvement in urban affairs and their assistance, through grants and programs, to urban studies. Use of "The Municipal Yearbook" and "The Book of States" is recommended for identifying and obtaining current data from associations concerned with the management and supervision of municipal and county activities. The most complete source for locating urban studies materials in libraries and archives is "The Directory of Special Libraries and Information Centers," and examples of its utilization in locating special urban studies libraries in Canada are provided. Research level sources for locating both primary and secondary U.S. materials in libraries and archives concerning urban studies and related subjects are described. (JHP)

ED 285 789　　　　　　　　　　SO 018 010

Sable, Martin H.
Fellowships, Awards and Grants for Urban Studies.
PUB DATE- 87
NOTE- 15p.; For related document, see SO 018 009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Awards; *Educational Finance; *Fellowships; Financial Support; *Grants; Higher Education; Interdisciplinary Approach; Philanthropic Foundations; Private Financial Support; Public Support; Scholarship Funds; Scholarships; Student Financial Aid; *Urban Studies

Because it is a relatively new field and is categorized as an interdisciplinary one, urban studies both suffers and benefits in terms of grants and awards. Undergraduate scholarships do not exist, because urban studies is a graduate field. But, since urban studies involves all of the established social studies and a few natural science and technology areas, grants from these fields are available. Government and foundations are also interested in urban studies, which leads to general and specialized funding of projects. Fellowships, awards, and grants for urban studies and related fields are identified and described by source, qualifications, purpose, and financial data. Selected awards from annual publications such as "Awards, Honors, and Prizes," "Directory of Research Grants," "The International Foundation Directory," "Scholarships, Foundations, and Loans," "Annual Register of Grant Support," and "The Foundation Directory" are described. General and specialized newsletters which update these basic reference sources are listed. (JHP)

ED 285 790 SO 018 017

Lewy, Arieh
Minimum Achievement Requirements as a Fostering Device for Learners from Disadvantaged Social Strata.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Achievement Rating; Achievement Tests; Basic Skills; *Disadvantaged Youth; Foreign Countries; *Low Achievement; Mastery Tests; *Minimum Competency Testing; Secondary Education
IDENTIFIERS- *Israel

To assist low achieving students in the mastery of instructional objectives in major subject areas, the Ministry of Education of Israel published definitions of Minimum Achievement Requirements (MAR) for specific subjects at all grade levels. To examine the feasibility of the MAR approach and to determine whether it contributed to the attainment of the stated goal, three short duration, focussed studies were conducted. The first demonstrated that, given a brief explanation, teachers can define MARs and focus their teaching on these items. The second study demonstrated that centrally defined MAR specifications, if adequately communicated, did affect the selection of topics for teaching. The third study demonstrated that even under highly favorable conditions, teacher willingness to teach MAR objectives in the class did not eliminate the problem of low achieving learners. (Author/BZ)

ED 285 791   SO 018 027

The Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 9.

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and Caribbean.

PUB DATE- Apr 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Bilingualism; Economic Climate; Elementary Secondary Education; Foreign Countries; Linguistics; *Literacy Education
IDENTIFIERS- *Caribbean; *Latin America

The speed at which transformations have occurred in levels of knowledge--especially scientific and technical knowledge--obliges countries in the Latin American and Caribbean region to undergo a rapid process of modernization. An educational project of UNESCO was established with this goal in mind. This bulletin presents three articles concerning the project: (1) "The Major Project in the Field of Education in Central America; Advances, Limitations and Priorities for Action in the Future"; (2) "System of Statistical Information to Support the Planning, Operation, Monitoring and Evaluation of Ecuador's Literacy Programme"; and (3) "The Creation of Alphabets: An Interdisciplinary Task." The first article summarizes exploratory studies on the possibilities for achieving the project's objectives for literacy programs. The second article reviews the progress made in Ecuador in the field of statistical information in formal and basic education. The project recognizes the importance of the statistics for planning and evaluation of the programs in the region. The third article emphasizes the inclusion of vernacular languages in the teaching-learning process to meet the socio-cultural and linguistic realities of the different population groups. It is recommended that all factors--linguistic, socio-linguistic, educational--be taken into consideration in developing a unified alphabet. The last section of the bulletin gives a summary of activities of the networks of cooperation, which constitute an action instrument for achieving the project's objectives. A bibliography is included. (SM)

ED 285 792 SO 018 033

Schnell, James A.
Enhancement of Cross-Cultural Communication within a Multi-Ethnic Environment: The Educational Function of the U.S. Air Force Office of Social Actions.
PUB DATE- 87
NOTE- 9p.; Revised version of a paper presented at the Annual Conference of the National Association for Ethnic Studies Conference (San Diego, CA, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Interrelationships; Ethnic Bias; Ethnic Discrimination; *Ethnic Relations; *Intercultural Communication; *Intergroup Relations; *Multicultural Education; Racial Attitudes; Racial Bias; Racial Discrimination; Racial Relations; Sex Discrimination; Social Attitudes; Social Bias; Social Discrimination; Social Science Research; Social Sciences
IDENTIFIERS- *Air Force

The U.S. Air Force attempts to minimize racial and sexual discrimination by incorporating federal laws into its infrastructure and by exercising consistent enforcement of these laws. This leads to a development of cross-cultural communication among various subcultures within a multi-ethnic environment. The Social Actions Office at each Air Force base offers required orientation sessions on discrimination and standards. This office was established in 1973, under Regulation 30-2, as a result of the passage of the Civil Rights Act of 1964, racial disturbances at military bases, and statistics which indicated that blacks received harsher military punishments than whites. Regulation 30-2 and others outline specific discriminatory behavior and state proper standards of military conduct. Orientation sessions emphasize the reasons discrimination exists, the need for communication, and how individual perceptions influence interracial, interpersonal, and intercultural communications. The U.S. Air Force stresses that arbitrary discrimination negatively affects its mission and image. It also teaches understanding and appreciation of individual characteristics and cultural differences. (JHP)

ED 285 793 SO 018 059

North Carolina Arts Council: Community Development.
North Carolina Arts Council, Raleigh.
PUB DATE- Oct 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Art; *Art Education; *Artists; Arts Centers; Creative Art; Educational Finance; *Financial Support; *Grants
IDENTIFIERS- *North Carolina

The mission of the North Carolina Arts Council is to enrich cultural life and to nurture and support excellence in the arts. The professional staff provides services to artists, art organizations, and supporters of the arts. The council offers grant assistance for specific activities by funding programs designed to support particular groups of artists. Community development, salary assistance, scholarship, innovative, and management support programs are described. In addition, descriptions of grants to support the emerging artists and the grassroots arts programs are provided. The document contains descriptions of both the visiting artists and the artists-in-schools programs, along with residency guidelines, evaluation criteria, and costs. Specific grant information, instructions, application procedures, and forms are included. A visiting artist directory is appended. (JHP)

ED 285 794 SO 018 101

Grove, Neal, Ed.
Teaching Languages and Literature in the Peoples Republic of China. AFS Occasional Papers in Intercultural Learning No. 11.

AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Dec 86
NOTE- 23p.
AVAILABLE FROM- AFS International/Intercultural Programs, Inc., 313 East 43rd Street, New York, NY 10017 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese; Cross Cultural Studies; Cultural Awareness; Cultural Background; *Cultural Differences; Cultural Education; Cultural Influences; Cultural Traits; *English Literature; Foreign Countries; Instructional Improvement; Literature Appreciation; *Teaching Methods; United States Literature
IDENTIFIERS- *China; Chinese People

Two articles address teaching English in the Peoples Republic of China. In "Why Bother About Culture in English Language Teaching?," Hu Wenzhong attempts to determine opinions about the importance of awareness of cultural traits through a study of 36 English-speaking teachers at Chinese institutions and 64 Chinese students who had studied English. The study concludes that: (1) more information should be included in textbooks on customs, habits, and behavior patterns of native English speakers; (2) programs on cultural traits in different regions of China should be offered; (3) English teaching films should be shown in classes; (4) students should be encouraged to develop contact with native English speakers; (5) short stories and plays in English and books on intercultural communication should be added to the curriculum; and (6) lectures which compare Chinese customs and habits with western cultures should be presented. Deborah Leonard in "A Walking Footnote: Teaching American and English Literature to Chinese Students" writes that these students have not developed skills for interpreting and analyzing literature and since they learn English for pragmatic reasons, students do not usually bring a deep interest in literature to the classroom. Other problems include the scarcity of textbooks, the political bias which occurs during the selection process, and the fact that many texts include only excerpts of literary works. Despite these problems, the freshness of the vision that the students turned on even the most familiar works brought new insights to these works and made teaching them a highly rewarding experience. (JHP)

ED 285 795 SO 018 106

Hansel, Bettina

The AFS Impact Study: Final Report. AFS Research Report 33.

AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Jul 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Cultural Awareness; Cultural Influences; Cultural Opportunities; Culture Contact; Foreign Countries; *Individual Development; Intercultural Programs; *International Programs; Learning; Research Projects; *Secondary Education; *Student Exchange Programs; *Study Abroad

The AFS Impact Study, initiated in 1977, is an attempt to document changes in learning and personal development associated with an intercultural "homestay" program. Completed in 1985, the study identifies several areas in which students show greater learning and educational growth than that shown by a group of students who had expressed interest in an exchange experience but were unable to participate in one. The study, based on questionnaires used in pre- and post-testing environments, examines and compares growth in intercultural knowledge and sensitivity, awareness of global issues, and interpersonal relationships. The research also identifies the development of and changes in personal values and skills among participants and non-participants in terms of awareness of opportunities, non-materialism, critical thinking, exchange of ideas, independence, personal growth and maturity, and self-confidence. In addition, the report documents the differences in learning patterns between full-year program students and short program students. Research indicates that the most distinguishing characteristic of this program in terms of learning and development is a student's emotional involvement with a different culture, along with significant increases in altruism and idealism. Tables are included. (JHP)

ED 285 796 SO 018 119

Art 31: Program of Studies for Senior High Schools.
Alberta Dept. of Education, Edmonton.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Course Content; *Course Descriptions; *Course Objectives; Course Organization; Courses; Curriculum Guides; Fine Arts; Foreign Countries; High Schools
IDENTIFIERS- *Alberta; Canada

Art 31, a high school art course entitled "The Contemporary Artifact", examines the impact of international influences and technology on modern art and modern art's impact on society. The basic art education philoscphy of the province of Alberta is presented, and the role of the Art Studies program, which emphasizes the student as a perceptive critic, consumer, and historian, is explained. The three consecutive levels of Art Studies, Art 11, 21, and 31, are designed to take students from a consideration of their own experiences with art, through an historical analysis of art forms, to a global investigation of art in contemporary culture. General goals and the scope and sequence of specific objectives for student achievements at each level are highlighted in terms of the function, creation, and appreciation of art. An outline for Art 31 is included which describes specific concepts to be taught within the curriculum themes of the impact of world culture on the purposes of art, the impact of technology on the creation of art, and modern art and society. (JHP)

ED 285 797 SO 018 129

McGowan, Thomas M.
Children's Fiction as a Source for Social Studies Skill-Building. ERIC Digest No. 37.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 4p.
CONTRACT- 400-86-0020
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Fiction; Picture Books; Reading Aloud to Others; *Skill Development; *Social Studies; Story Reading
IDENTIFIERS- ERIC Digests

Despite periodic efforts, traditional social studies teaching methods continue to be used in grades K-6. Research suggests that elementary students do not like or value social studies when these traditional methods are used to organize and teach its content. The goals of the social studies curriculum in grades K-6 are to transmit citizenship skills to children and to develop the skill areas of information processing, critical thinking, problem solving, communication, spatial awareness, social interaction, and time concepts. Through the use of picture and story books, teachers can utilize characters, plots, settings, themes, and relationships to introduce activities that assist in developing these skills. Fictional books contain information about people and relationships, emerging values, the effect of institutions on personal behavior, and lessons about people from various time periods and diverse cultural backgrounds. Children's fiction is also a source of useful information about historical events, current issues, global themes, and lifestyles. The most efficient form of delivery for this teaching method is for the teacher to read the books to the class and to plan which skills will be taught. (JHP)

ED 285 798 SO 018 135

Education of Girls in Asia and the Pacific: Report of the Regional Review Meeting on the Situation of Education of Girls for Universalization of Primary Education (Bangkok, Thailand, November 19-28, 1985).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86
NOTE- 92p.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Developing Nations; Dropout Prevention; Dropout Programs; Dropouts; Elementary Education; *Females; Foreign Countries; Out of School Youth; Potential Dropouts; *School Holding Power; *Withdrawal (Education); *Womens Education
IDENTIFIERS- *Asia; Pacific Region

The Regional Review Meeting on the Situation of Education of Girls was attended by participants from eight Asian countries, six of which have low female participation and retention rates. Participants from Afghanistan, Bhutan, China, India, Nepal, Pakistan, Papua New Guinea, and Thailand presented reports based on the findings of national studies, policies, plans, and future policy directions. These summary reports addressed access to education, factors affecting the participation and retention of girls, national programs to improve girls' participation in schools, trends, and priorities. A review and analysis of the current situation included the topics of barriers to educational opportunity, community participation, incentives, the training of teachers, and curriculum development. Some areas of concern which were addressed were access and equity, social attitudes, management, monitoring, evaluation, and resources. Specific strategies for improvement were identified, and formulated proposals for regional cooperation and collaboration were presented. (JHP)

ED 285 799 SO 018 142

Ekwurzel, Drucilla; Saffran, Bernard
Online Information Retrieval for Economists: The Economic Literature Index.
PUB DATE- Dec 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Databases; Economic Research; *Economics; Information Needs; *Information Retrieval; Information Seeking; Information Services; *Information Sources; *Online Searching; *Online Systems; Reference Services; Research Tools; *Search Strategies
IDENTIFIERS- *Economic Literature Index

The basics of online searching for bibliographic citations are presented through use of the "Economic Literature Index" (ELI), which is available as File 139 on Dialog Information Services. This article focuses on the choice of media for bibliographic searches, search strategies, and the selection of alternative databases, such as "Social Scisearch" and "Abstracts of Working Papers in Economics (AWPE)". Six major types of retrieval techniques are addressed: (1) author searches; (2) searches for words in titles or abstracts; (3) searches using keywords or subject descriptor codes; (4) searches that combine all three techniques; (5) searches for articles that cite a particular article; and (6) retrieval of citations and abstracts of working papers. Searching examples for specific topics such as efficiency wage theory, comparable worth, productivity studies, and auction theory are described, along with the relationship of ELI subject descriptor codes to the classification system used in the printed versions of the "Journal of Economic Literature" and "The Index of Economic Literature". Appendixes include an ELI file description, classification system descriptors and codes, and a sample search request form. (JHP)

ED 285 800 SO 018 148

Stotsky, Sandra

Civic Writing In the Classroom.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Social Studies Development Center, Bloomington, Ind.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-01-7
PUB DATE- 87
NOTE- 62p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405 ($8.00 plus $1.50 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Civics; Elementary Secondary Education; Student Participation; Student Projects; Student Writing Models; *Writing (Composition); Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *Civic Writing; Writing Development; Writing Models; Writing Samples

There are few curricular programs or activities in the schools which help students develop skills that enable them to participate actively in voluntary civic or political activities. Literacy, and especially civic writing, is critical for participation in the civic process. But teaching civic writing, which is distinguished by its purposes, contexts, and a moral element in the writer's motivation, has been neglected at all levels of education. Teachers must create classroom conditions which elicit civic writing and suggest civic or political purposes for it. Examples of advocacy writing which can be used to propose a public policy issue law, to support or oppose a proposed law, to propose a law designating a state symbol or special day, to identify a problem and propose a solution, and to influence attitudes about identified social or political issues are presented. Methods of teaching and examples of civic writing which are motivated by a spirit of collaborative concern for others, especially in regard to local government, are presented. These include providing information, evaluating public programs, expressing support, and obtaining information. Civic writing can have a positive effect on the students' perceptions of themselves as writers and as citizens. (JHP)

ED 285 801 SO 018 169

Patrick, John J.

Education on the U.S. Constitution. ERIC Digest No. 39.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 4p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information

Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Civics; *Constitutional History; Curriculum Development; Educational Improvement; Government Role; Public Opinion; Secondary Education; *Social Studies; *United States Government (Course)
IDENTIFIERS- ERIC Digests; *United States Constitution

This ERIC Digest examines (1) treatment of the U.S. Constitution in the curriculum of secondary schools, (2) public opinion and knowledge about the Constitution, and (3) guidelines for improvement of education on the Constitution. Although included in nearly every secondary school curriculum, education on the U.S. Constitution has suffered from neglect and routine treatment. The educational agenda is cluttered, and priorities are often unclear. Instructional goals about the Constitution may be viewed as no more important than other goals in the vast array of competing purposes of education in social studies. Studies of standard secondary school textbooks have revealed restricted coverage and shallow treatment of basic principles, values, and issues of constitutional government. Studies have found that the U.S. public appears to be deficient in both knowledge and appreciation of fundamental values, principles, and issues of their constitutional government. Some of the suggestions for improving education on the Constitution are: (1) assigning a high priority to educational goals of the Constitution; (2) blending social history with political history; (3) emphasizing the applicability of the Constitution to the common concern of citizens; and (4) obtaining high quality learning materials on the Constitution to complement the standard textbook. A list of resources and references are included in the digest. (SM)

ED 285 802 SO 018 174

Here's a Brainstorm: Testing and Evaluation in Social Studies. A Resource Packet.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 15p.
CONTRACT- 400-86-0020
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Courseware; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Social Studies; *Teacher Made Tests; Test Coaching; *Test Construction; Test Format; *Test Items; Test Selection

Appropriate evaluation can greatly enhance the teaching process, and this resource packet is designed to help make testing more efficient. Tests and test items are featured in these listings, and information on test construction is provided. The various sources which are highlighted include: (1) professional organizations; (2) journals and newsletters; (3) RIE (Resources in Education); (4) CIJE (Current Index to Journals in Education); (5) textbooks; and (6) classroom aids for teaching how to take tests and computer software for test making. (SM)

ED 285 803 SO 018 177

The 1986 PEER Report Card: A State-by-State Survey of the Status of Women and Girls in America's Schools. PEER Policy Paper #5.

NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 40p.
GRANT- G008510394
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Choice; Equal Education; *Females; Feminism; Higher Education; Mathematics Achievement; Postsecondary Education; *Public Schools; Science Education; Scores; Secondary Education; Sex Differences; *Sex Discrimination; *Womens Education
IDENTIFIERS- *Scholastic Aptitude Test; *Title IX Education Amendments 1972

The Project on Equal Education Rights (PEER) measures progress in educational equality and documents the advancement of women and girls in education. State-by-state surveys of the status of females in education are used to measure this progress. The 1986 PEER report attempted to measure states' commitment to excellence and equity in education. Each state's commitment to education was measured by: (1) expenditures for education as a percentage of per capita income; (2) the ratio of students to teachers in classrooms; (3) teacher salaries; and (4) the high school graduation rate. To measure states according to how well young women were being prepared for higher education, the survey ranked them on: (1) the gap between high school women's and men's Scholastic Aptitude Test (SAT) scores; (2) women's expressed goals for higher education; and (3) their interest in "non-traditional" science careers. An assessment of women's college enrollments and the undergraduate and graduate degrees they received was also reported. The report evaluated women's participation in vocational training programs. PEER focused attention on the impact of combined sex, race, and disability bias and discrimination. Included in the report were state-by-state charts showing SAT mathematics and verbal scores, male and female differences on SAT tests, young women's graduate degree goals, young women's career aspirations in the physical sciences, public university and college enrollment, degrees awarded, and enrollment in vocational training programs. (SM)

ED 285 804 SO 018 184

Ehrhardt, Margaret W.; Griffin, Mary Frances

South Carolina Authors and Materials for Elementary and Secondary Media Centers.

South Carolina State Dept. of Education, Columbia.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; *Elementary School Curriculum; Elementary Secondary Education; Geography; Local History; *Secondary School Curriculum; *Social Studies; *State History
IDENTIFIERS- *South Carolina

This bibliography lists materials suitable for teaching South Carolina history, government, and culture. A wide range of books for teaching government is available including books on local government, the legislature, the state constitution, and a biographical directory of the South Carolina Senate. Books on the ante-bellum and colonial eras of South Carolina history highlight the selection of materials useful for history. Biographies on Civil War and Revolutionary War heroes may also spark an interest for students interested in these historical periods. Other topics range from ghost tales to books on the food and clothing in South Carolina. (SM)

ED 285 805 SO 018 222

Thelin, Bengt
Peace Education: Peace-Liberty-Development-Human Rights. Service Material S 86:3.
National Swedish Board of Education, Stockholm.
REPORT NO.- ISBN-91-7662-177-4
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Liberties; Disarmament; Foreign Countries; Global Approach; *Instructional Materials; International Education; International Organizations; International Relations; *Peace; *Secondary Education; Social Studies
IDENTIFIERS- *Sweden

In Sweden, as in many other countries, interest and instruction concerning the conditions and prospects of peace have grown against the background of current world events. Increasing pupils' knowledge and awareness of the survival problems in the world are the keys to peace education. Most items of peace education are more or less included in the syllabi for civics, history, and religious education courses; but, responsibility for teaching the international aspects is shared among teachers of all subjects. The Swedish curriculum prescribes and supports well-planned international instruction, with particular emphasis on the conditions and prospects of peace. The content of peace education is summed up in terms of peace, liberty, development, and human rights. The task for the student is to acquire and apply an active view of knowledge. (SM)

ED 285 806 SO 018 236

Leming, Robert S.; And Others

Teaching about the U.S. Constitution. A Resource Packet.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 21p.
CONTRACT- 400-86-0020
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Civics; Constitutional Law; Elementary Secondary Education; Instructional Materials; Political Science; *Social Studies; *United States Government (Course); United States History
IDENTIFIERS- *United States Constitution

The 200th anniversary of the United States Constitution offers an excellent opportunity for encouraging renewed study of the principles and foundations of constitutional government. This resource packet provides a listing of current materials and resources to aid teachers in planning lesson units. The listings include: (1) professional organizations; (2) journals and newsletters; (3) documents available through RIE (Resources in Education); (4) journal articles available through CIJE (Current Index to Journals in Education); (5) textbooks; (6) supplementary materials; (7) audiovisual materials; (8) Supreme Court decisions that changed the nation; (9) computer software; (10) simulations; and (11) teacher resources. (SM)

ED 285 807 SO 018 255

Shirley, John W.
Sir Walter Ralegh and the New World.
North Carolina State Dept. of Cultural Resources, Raleigh. Div. of Archives and History.
REPORT NO.- ISBN-0-86526-206-3
PUB DATE- 85
NOTE- 129p.; Produced by America's Four Hundredth Anniversary Committee. For related document, see SO 018 256.
AVAILABLE FROM- Historical Publications Section, North Carolina Division of Archives and History, 109 East Jones Street, Raleigh, NC 27611 ($5.00 plus $1.00 postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- American Indian Culture; *Colonial History (United States); Diplomatic History; Folk Culture; Legends; *United States History; *World History
IDENTIFIERS- Lost Colony; North Carolina; *Raleigh (Sir Walter); *Sixteenth Century

America's Four Hundredth Anniversary Committee, formed in 1978 under the provisions of an act of the North Carolina General Assembly of 1973, was charged with recommending plans for the observance of the quadricentennial of the first English attempts to explore and settle North America. The committee has proposed to carry out a variety of programs to appeal to a broad range of people. Among these is a publications program that includes a series of booklets dealing with the history of the events and people of the 1580s that will serve as lasting reminders of America's indebtedness to England. In 1580, Queen Elizabeth I was enjoying a reign that was for the most part peaceful. It was a period of prosperity during which English mariners began to venture farther from home, and in time talk began to be heard of hopes to establish naval bases and colonies in North America. Walter Ralegh (as he most often wrote his name) of County Devon became a favorite of the queen, and on him she bestowed a variety of honors and rewards. It was he to whom she granted a charter in 1584 authorizing the discovery and occupation of what is now North Carolina. Ralegh sent a reconnaissance expedition, and this was followed in due time by a colonial settlement under the leadership of Ralph Lane which lasted for nearly a year. In the summer of 1587, Governor John White and a colony of 115 men, women, and children arrived and occupied the houses and fort left by Lane. The brief annals of this colony are recorded in a journal kept by Governor White, who returned to England for supplies. His departure was the last contact with the settlers who constituted the "Lost Colony," renowned in history, literature, and folklore. From these voyages and colonizing efforts came the conviction that an English nation could be established in North America. Because of Sir Walter Ralegh's vision, England persisted. Because of England's persistence and its refusal to yield to Spain's claims to the region, the United States today has a predominantly English heritage. (BZ)

ED 285 808 SO 018 256

Arner, Robert D.
The Lost Colony in Literature.
North Carolina State Dept. of Cultural Resources, Raleigh. Div. of Archives and History.
REPORT NO.- ISBN-0-86526-205-5
PUB DATE- 85
NOTE- 55p.; Produced by America's Four Hundredth Anniversary Committee. For related document, see SO 018 255.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Historical Materials (060)
DESCRIPTORS- American Indian Culture; Colonial History (United States); *English Literature; *Folk Culture; Legends; Mythology; Romanticism; *Symbols (Literary); United States History; *United States Literature
IDENTIFIERS- *Lost Colony; North Carolina; *Roanoke Island

America's Four Hundredth Anniversary Committee, formed in 1978 under the provisions of an act of the North Carolina General Assembly of 1973, was charged with recommending plans for the observance of the quadricentennial of the first English attempts to explore and settle North America. The committee has proposed to carry out a variety of programs to appeal to a broad range of people. Among these is a publications program that includes a series of booklets dealing with the history of the events and people of the 1580s that will serve as lasting reminders of America's indebtedness to England. In 1609, the Virginia company instructed Sir Thomas Gates, governor of Virginia, to find out what became of the "Lost Colony" that had been established in the summer of 1587 by Governor John White and a group of 115 men, women, and children. Though first reported missing nearly four centuries ago, what happened to the Lost Colony of Roanoke remains a mystery. Since the 1580s historians, poets, playwrights, and novelists have attempted to explain the fate of Sir Walter Raleigh's missing settlers on Roanoke Island. History, literature, and folklore abound with legends and tales concerning the disappearance of these settlers. Seventeenth and eighteenth century English writings emphasize the war with Spain in order to explain the neglect of the colonists or they suggest that the settlers married Indians and that their descendants were living in Virginia. Early 19th century U.S. writers used the Lost Colony to help construct a national mythology, and the colonists were considered U.S. citizens, not English. Writers symbolized the story as a victory for civilization over savagery and imperialism. Twentieth century legends tend to feature Virginia Dare, the first child born of English parents in the Western Hemisphere, in stories involving themes of passion, sexuality, and primitivism. As part of the "matter of early America," the romance of Roanoke is one of those tales by means of which American culture has attempted to affirm its own identity and to explain to itself the remotest source of its ideals and aspirations, as well as some of the secret feelings of guilt and self-doubt attending the American enterprise almost from its inception. (JHP)

ED 285 809 SO 018 305

Shaw, Bryant P., Ed.
Africa in World History: A Teaching Conference (Colorado Springs, Colorado, April 25-26, 1986).
Air Force Academy, Colorado Springs, Colo.
REPORT NO.- USAFA-TR-87-2
PUB DATE- Feb 87
NOTE- 211p.; Also sponsored by the Rocky Mountain Regional World History Organization.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Developing Nations; Diseases; Global Approach; Higher Education; Historiography; History; *History Instruction; Instructional Materials; Secondary Education; Slavery; Social Studies; *World History
IDENTIFIERS- *Africa

African history is a relatively new discipline and its sources, methodology, and content may be unfamiliar to those trained in European or U.S. history. Through presentations by African scholars, this document offers new strategies for integrating Africa into world history courses. Each presentation is followed by commentaries from experienced history teachers on how the issues presented can be used in the classroom. Bryant P. Shaw, in "Isolation and Progress: Africa and World History," points out how the limitations of history textbooks can be overcome by adopting new approaches to the subject. Jan Vansina explains the historiographic dimensions of African history in the presentation "One's Own Past: African Perceptions of African History." A. J. R. Russell-Wood confronts the misconceptions, problems, complexities, and unknowns of African history in "African History: New Perspectives for the non-Africanist Historian." George E. Brook's presentation, "A Schema for Integrating Africa into World History Courses," offers materials, maps, and methods of organization for teaching African history. In "The African Diaspora in World Historical Perspective," Joseph C. Miller emphasizes the importance of students' understanding the process of slavery and the slave systems for the diasporan aspect of African history. Philip D. Curtin establishes how the disease environment played a major role in shaping African history in "Disease and Africa in World History." A world history syllabus, examinations, and a bibliography are provided in the appendices. (SM)

ED 285 810 SO 018 343

Waterson, Margaret
A Manual for Title IX Coordinators: Sex Equity in New York State Schools.
New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; Civil Rights; *Civil Rights Legislation; *Compliance (Legal); Educational Discrimination; *Educational Opportunities; Elementary Secondary Education; *Equal Education; Equal Protection; Females; *Sex Fairness
IDENTIFIERS- *New York; *Title IX Education Amendments 1972

Recognizing the importance of compliance with Title IX, this manual provides an implementation guide for all members of the school community. The manual is organized into 16 topics including: (1) summarization of the Title IX legislation; (2) Title IX's importance to sound educational policy; (3) explanation of who is responsible for compliance; (4) the legislative requirement of a Title IX coordinator; (5) information for developing a district model to ensure compliance; (6) guidelines for establishing the position of Title IX coordinator; (7) competencies needed by individual filling that position; (8) a checklist for coordinators to ensure an ongoing program; (9) summarization of regulations; (10) evaluation procedure for assessing compliance; (11) a model for the Title IX grievance procedure; (12) methods for achieving sex equity in vocational education; (13) consideration of related issues such as unbiased instructional materials; (14) summarization of other federal anti-discrimination laws pertaining to schools; (15) a listing of national, state, and local agencies to consult for advice on implementation; and (16) recommended resources on Title IX and sex equity. Appendices include guidelines for notification of vocational education opportunities; a form for self-evaluation on Title IX compliance; and a sample notification of Title IX grievance procedures. (SM)

Miller, Louisa

United States Population Estimates and Components of Change: 1970 to 1986.

Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- May 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)

DESCRIPTORS- Birth Rate; Census Figures; *Demography; Economics; Geography; Population Distribution; *Population Growth; *Population Trends; *Primary Sources; Social Sciences

On January 1, 1987, the total population including Armed Forces overseas approached 243 million, having increased by 2.2 million or 0.9 percent since January 1, 1986 and 15.7 million since the April 1, 1980 census. The number of births per 1,000 population dropped slightly from 15.7 in 1985 to 15.3 in 1986. The 3.7 million births in 1986 were the second highest since 1965. There were 8.7 deaths per 1,000 population in 1986. The average annual rate of growth between April, 1980 and January 1, 1987, was 9.9 per 1,000 population, which was below the annual growth rates per 1,000 population of 10.5 per 1,000 during the 1970s, 12.6 for the 1960s and 17.1 for the 1950s. The population estimates are based on the last resident census count plus the Armed Forces overseas, resident births, and net civilian immigration minus deaths. Detailed tables showing estimates of the components of population change are included along with charts showing births and deaths per 1,000 population, by race from 1960 to 1986. (SM)

ED 285 812 SO 018 351

Vaughan, Jerry L.
Competitive Cooperation: The Iceberg Profile.
PUB DATE- 1 May 87
NOTE- 15p.; Paper presented at the Annual Community Leadership Workshop (10th, Galveston, TX, May 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletes; *Athletics; *Cooperation; *Social Behavior; Social Science Research; Social Sciences; Sport Psychology
IDENTIFIERS- Profile of Mood States; Sport Sociology

Competitive athletes' scores on the Profile of Mood States (POMS) test create an iceberg-like pattern known as the "Iceberg Profile." Their scores for tension, depression, anger, fatigue, and confusion are low while their scores on vigor juts upward creating the "Iceberg Profile." Persons in a cooperative relationship are often competing against their own self-interest which creates moods of tension, frustration and anger. To achieve social responsibility, however, people need to cooperate. Cooperation emerges from competition if athletes who are competing against each other are viewed as actually cooperating to achieve a desired outcome, such as spectator entertainment. The need is to encourage and stabilize relationships at an appropriately competitive level. This can be done if the future becomes sufficiently important relative to the present. Another way to promote cooperation is to extend the duration of the interaction. As the interaction extends over time, there is more mutual restraint in the participants' behavior. The third way to encourage cooperation is to structure more frequent contact. Frequent and sustained competitive interactions gravitate to cooperative relationships. (SM)

ED 285 813 SO 018 375

Bartis, Peter T.; Fertig, Barbara C.
Folklife Sourcebook: A Directory of Folklife Resources in the United States and Canada. Publications of the American Folklife Center No. 14.
Library of Congress, Washington, D.C. American Folklife Center.
REPORT NO.- ISBN-0-8444-0521-3
PUB DATE- 86
NOTE- 158p.; This publication was made possible by the Elizabeth Hamer Kegan Fund.
AVAILABLE FROM- American Folklife Center, Library of Congress, Washington, DC 20003 ($8.00 plus $2.00 mailing fee).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cultural Education; Cultural Enrichment; Elementary Secondary Education; *Folk Culture; Higher Education; *Instructional Materials; Legends; Literature; Music; Mythology; *North American Culture; Poetry; Proverbs
IDENTIFIERS- *Canada; *United States

Because folklife studies have been integrated into a variety of scholarly and public pursuits, the breadth and vitality of the field has sometimes been underestimated. This directory demonstrates the extent of resources and programs available. Chapter one presents U.S. and Canadian federal agencies and organizations that provide long-range programmatic and financial support for the conservation and study of traditional culture in the United States. State folk cultural programs that function in an official capacity for their respective areas are listed in chapter two, which points out that folk arts coordinators can provide valuable information on publications, programs, and resources in their states. Societies with specific cultural interests, such as the Southern Appalachian Dulcimer Association, provide an invaluable source for information on folk culture and are identified in chapter three. Organizations and institutions included in chapter four have an on-going programmatic interest in folklife study, conservation, and presentation demonstrated either through their own activities or grant support. Chapter five identifies serial publications available for the study of folklife. Chapter six describes archives which are oriented primarily to folklore, folklife, and ethnomusicology. These archives have special collections of significance, or have been included on the recommendation of state folk cultural programs. Higher education programs in folklore and folklife will be found in chapter seven of the directory. Chapter eight identifies recording companies in North America specializing in folk music. Chapter nine presents a list of supplemental guides to general or specific folklife topics or networks. (SM)

ED 285 814 SO 018 378

Valiant, Sharon
Women at Work.
Educational Improvement Center-Central, Princeton, NJ.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 78
NOTE- 29p.; Revision of ED 183 921. Brown print on colored paper and the use of drawings and photographs present reproduction problems.
AVAILABLE FROM- Northeast Network for Curriculum Coordination, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, NJ 08903.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affirmative Action; Elementary Secondary Education; *Employed Women; *Females; *Instructional Materials; Nontraditional Occupations; *Sex Discrimination; Sex Role; United States History; *Womens Studies; World History

During the prehistoric era, most advances in society were developed by women. These advances included agriculture, building, weaving, basketry, pottery, woodworking, trading, and domesticating animals. Pottery and basketry allowed for the long-term storage of food and water and permitted humanity to stop living the nomadic life and begin the first settled communities. The first wheels, appearing in the New Stone Age, were developed in connection with weaving and pottery. Throughout the Old Testament, women are often seen as traders, farmers, and builders. Ancient Egypt has been described by many researchers as the society with the highest documented status ever attained by women. The names of many women appear throughout the annals of ancient alchemy. European women who settled North America brought their skills with them and established themselves in business at approximately the same moment they unpacked their bags. Women were the mainstay of the early mills during the Industrial Revolution, and were the first to exhibit a social consciousness. With the invention of the typewriter and the opening of the first stenography school, women began entering the business world in large numbers. Women continued to enter new fields--science, technology, business, and the trades--and make contributions. This document offers insights, glimpses, and short biographies of these women and others in history. Classroom ideas, notes, and a bibliography are included. (SM)

ED 285 815 SO 018 380

McCarthy, Kevin F.; Valdez, R. Burciaga
California's Demographic Future. A Rand Note.
Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
REPORT NO.- N-2481-NICHD
PUB DATE- Jun 86
NOTE- 31p.
GRANT- N01-HD12819
AVAILABLE FROM- The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Immigrants; Migration; *Population Education; Population Growth; *Population Trends; Racial Composition; Social Science Research; Social Sciences
IDENTIFIERS- *California; *Demographic Projections

California's image as the Golden State is based largely on its rapid population and economic growth. However, recent trends show an aging population, a decline in population growth, a reduction in the number of migrants from other states, and a dramatic increase in foreign-born residents. Since 1960, the state's growth rate has slowed considerably, declining to 2.4 percent per year during the 1960s and to 1.7 percent during the 1970s. Natural increase (the difference between births and deaths) contributes more to the state's total growth than any other factor--55 percent during the last two decades. During the 1970s, the number of migrants from other states declined. The 1980 census recorded a doubling of the state's foreign-born population. California women are having fewer children primarily due to their increasing participation in the labor force. Changes in fertility, migration, and immigration are restructuring the state's age and ethnic profiles; and these changes will help shape the state's policy agenda for the rest of the century. Impacts will be felt in education, child care, health services, the labor force, tax revenues, and public service expenditures. Tables illustrating population change are included throughout the report. (SM)

ED 285 816 SO 018 382

Neeson, Eileen; And Others
Central America: Theme IV. Social Studies Grade 5: The Western Hemisphere. Teacher Strategies and Student Worksheets.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-793-4
PUB DATE- 87
NOTE- 194p.; Photographs may not reproduce clearly.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Charts; Course Content; Curriculum Guides; Developing Nations; Environment; Foreign Countries; Geography; Grade 5; Instructional Materials; Intermediate Grades; *Latin American Culture; *Latin American History; *Latin Americans; Learning Strategies; Maps; Map Skills; *Social Studies; Workbooks
IDENTIFIERS- Belize; *Central America; Costa Rica; El Salvador;

Guatemala; Honduras; Nicaragua; Panama

This curriculum guide presents materials for teaching about Central America and emphasizes the concepts of environment, culture, interdependence, and citizenship. The guide is designed to integrate the study of geographic, economic, historic, political, and social features of Central American nations. The major theme of the document deals with how Central American people have been affected by their environment as they have attempted to fulfill their basic needs. Subtheme A concerns the environment and culture. There are seven learning strategies to aid teachers in developing this theme. They include the use of maps, photographs, charts, and worksheets. Subtheme B deals with Central America's past and present. Nine teaching strategies are presented including investigations about U.S. policy in Central America, the Sandinista revolution in Nicaragua, and background about the Panama Canal. Subtheme C is a study of economic inequality among the peoples of Central America. There are five teaching strategies comparing the rich and poor of Central America, showing income distribution, and discussing U.S. aid to Central America. Subtheme D is a study of the diverse cultures of the region. Strategies are presented to study the music, arts, crafts, food, recreation, family life, and different religions of Central America. The curriculum guide also includes: (1) instructions on how to use the guide; (2) themes and time allotments for social studies; (3) guidelines on how to develop participation projects; (4) a content outline; (5) suggestions for integrating social studies with science; (6) vocabulary terms matched with subthemes and strategies; and (7) teacher strategies and student worksheets. (SM)

ED 285 817 SO 018 391

Boocker, Sam; And Others
Social Studies Curriculum, K-8.
Oak Park School District, MI.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Descriptions; Educational Philosophy; *Educational Planning; *Educational Principles; Elementary Education; *Elementary School Curriculum; Intermediate Grades; Middle Schools; *Social Studies
IDENTIFIERS- *Michigan

This document offers a detailed description of the Oak Park, Michigan social studies program. The program is built around four goals: knowledge, skill, value, and participation. Knowledge goals pertain to acquiring facts, concepts, or generalizations from history and the social sciences. Skill goals pertain to the ability to collect, organize, interpret, and use social science information. Value goals pertain to understanding the principles that underlie a democratic society and developing an ability to form judgments based on these principles. Participation goals pertain to life-long involvement by students in social groups and civic affairs. In the elementary schools, the program of study emphasizes the expanding horizons of young children from self-centeredness to concern for more encompassing social contexts. The program progresses from the study of self in kindergarten to a study of the United States in the fifth grade. The primary goal of the Middle School Social Studies Program is twofold: to develop civic responsibility and a global awareness. The emphasis in the middle school is on the world community. In sixth grade, students are introduced to the origins of modern civilization and a study of world culture. In seventh grade, contemporary geography and the interdependence of all people is studied. The eighth grade focuses on the history of the United States and its development as a democratic nation. (SM)

ED 285 818 SO 018 397

Constitution for the United States of America. A Secondary Level Student Text.

Center for Civic Education, Calabasas, CA.

SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.

REPORT NO.- ISBN-0-89818-129-1
PUB DATE- 87
NOTE- 168p.; Prepared for the National Bicentennial Competition on the Constitution and the Bill of Rights, 1987 to 1991.
AVAILABLE FROM- Center for Civil Education, 5146 Douglas Fir Road, Calabasas, CA 91302 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Civil Liberties; Civil Rights; *Constitutional History; *Constitutional Law; Instructional Materials; Secondary Education; Social Studies; Textbooks; United States Government (Course)
IDENTIFIERS- *United States Constitution

This book was designed to provide a basis for understanding constitutional government and for participating in U.S. society. Each lesson within the book's six units contains a statement of purpose and a list of review questions: most also contain problem solving exercises. Unit One introduces students to the study of political philosophy. The students learn that the Founders were influenced by certain political philosophies, their understanding of history, and their own experiences. Unit Two gives an account of the influence of the British government upon the U.S. system. A discussion of the Magna Carta is presented. After an examination of the Declaration of Independence, students learn about the major characteristics of state constitutions and the Articles of Confederation. Unit Three includes an account of the Philadelphia Convention and the Virginia and New Jersey plans for a new national government. The students also learn about the legislative branch and the reason for the two houses of the U.S. Congress. Unit Four describes some of the more important developments under the new Constitution. Students study the manner in which the Bill of Rights was added and the organization of the executive and judicial branches of the U.S. government. Unit Five is a discussion of fundamental rights. It is pointed out that these rights have been expanded in the last 200 years. Due process in the Fifth and Fourteenth Amendments is discussed. The students also learn why these rights are important. Finally, in Unit Six, the roles and responsibilities of the citizen in a constitutional democracy are discussed. An appended reference section contains copies of the Declaration of Independence and the Constitution, a glossary of major terms, biographical notes, a list of important dates, and a list of Supreme Court cases cited in the text. (SM)

ED 285 819 SO 018 398

Nelson, Charles T.
Household After-Tax Incomes 1985.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Jun 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Consumer Education; *Economics; Economic Status; Family Income; *Income; Instructional Materials; Low Income; Resource Units; Secondary Education; Social Science Research; Tax Deductions; *Taxes

In 1985, mean after-tax household income increased faster than inflation for the fourth consecutive year. Mean household income after taxes was $22,650 in 1985, up by 0.9 percent over the 1984 figure. Mean household income before taxes ($29,070) increased by 1.3 percent after adjusting for inflation. The mean after-tax incomes of both White households ($23,480) and Black households ($15,790) increased. The income of Hispanic households ($17,920) showed no significant change. The income of households in the Northeast ($23,650) experienced the largest increase of the four regions. Tax payments reduced the amount of income available to households by about $569 billion or 22 percent of income received. Households below the poverty level paid eight percent of their income in taxes. Federal income taxes accounted for 56 percent of total taxes. Extensive tables are included showing comparative income and taxes. The study methodology, data sources, definitions and explanations are included in the appendices. (SM)

ED 285 820 SO 018 399

East/West Perspectives on Education for Peace and Security. Conference Report of the International Network for Global Education (INGE) (New Paltz, New York, November 8-12, 1986).

Global Perspectives in Education, Inc., New York, N.Y.; International Network for Global Education.

PUB DATE- Nov 86
NOTE- 55p.
AVAILABLE FROM- Global Perspectives in Education, 45 John Street, Suite 1200, New York, NY 11238 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Civil Liberties; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Global Approach; Interdisciplinary Approach; *International Relations; Social Studies; United States Government (Course); United States History; World Affairs

The purpose of the International Network for Global Education (INGE) is to promote global education within the educational systems of network member countries. Areas of study are listed under the following headings: Peace Studies; East/West Relations; North/South Relations; Human Rights; Global Environment; Human Values; and Cross-cultural Issues. Conference speakers John Darnton (United States) and Laszlo Kallay (Hungary) expressed the idea that the study of history lays the groundwork for understanding and acceptance of other cultures. The members of the conference established recommendations for INGE. Jan Tucker (United States) presented policy development in global education. Gunter Renner (West Germany) discussed curricular content for global education. G. H. Oonk (The Netherlands) and R. Tolsma (The Netherlands) reviewed pedagogical principles underlying the study of international education. Roger Morgan (United Kingdom), Hans Hooghoof (The Netherlands), and O. J. Dunlop (United Kingdom) discussed ways to accomplish network goals. Extensive bibliographies are included for each of the speeches and working papers. (SM)

ED 285 821 SO 018 402

Consumer Protection--Who Protects You? How Can You Protect Yourself? Proceed with Caution: Consumer Safety In the Home, I.

Saskatchewan Consumer and Commercial Affairs, Regina.

PUB DATE- 87
NOTE- 29p.; For the other titles in this series, see SO 018 403-407.
AVAILABLE FROM- Saskatchewan Consumer and Commercial Affairs, Box 3000, Regina, Saskatchewan, Canada S4S 3V7.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Consumer Education; *Consumer Protection; Home Economics; Instructional Materials; *Merchandise Information; Purchasing; Resource Units; *Safety; Safety Education; Social Studies
IDENTIFIERS- *Canada; *Saskatchewan (Regina)

The enormous and rapidly-increasing number of goods on the market makes it difficult to ensure that all consumer products are safe to use. Public concern about product safety has caused the enactment of a wide range of consumer protection laws. The result of this legislation has been that many agencies have been established to protect the public. Also, many voluntary organizations have been formed to promote and maintain consumer safety. In order to increase consumer awareness, this booklet provides listings of the relevant government agencies on both the federal and provincial level and of seven nongovernment consumer protection groups as well. The Independent Certification Agencies that concern themselves with consumer protection are also described to enhance consumer awareness. Even with many agencies available, it is the consumer who must exercise caution. Specific guidelines to assist consumers are provided. Also discussed is a method to increasing effectiveness in making consumer complaints. (SM)

ED 285 822 SO 018 403

Chemical Products in the Home, Workshop and Garden. Proceed with Caution; Consumer Safety in the Home, II.

Saskatchewan Consumer and Commercial Affairs, Regina.

PUB DATE- 87

NOTE- 16p.; For the other titles in this series, see SO 018 402-407.

AVAILABLE FROM- Saskatchewan Consumer and Commercial Affairs, Box 3000, Regina, Saskatchewan, Canada S4S 3V7.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Accidents; *Consumer Education; *Consumer Protection; *Hazardous Materials; Home Economics; Instructional Materials; Poisoning; Resource Units; *Safety Education; Social Studies

IDENTIFIERS- *Canada; *Saskatchewan (Regina)

The average home has chemical products to clean floors, kill insects, clean ovens, thin paint, remove grease, and perform countless other chores. Many consumers remain unaware of the dangers these products bring into the home. This booklet provides information on the safe use, storage, and disposal of these products. The compounds found in cleaning products and their potential dangers are illustrated. Safe use of pesticides inside and outside the home is emphasized. The effectiveness of air freshners and disinfectants and their correct use are illustrated. Methods of safely using and storing paints, paint strippers, glues, and solvents are provided, household poisons are listed, and guides for handling hazardous waste are provided. (SM)

ED 285 823 SO 018 404

Home Safe Home: Appliances, Tools, and Small Equipment. Proceed with Caution: Consumer Safety in the Home, III.

Saskatchewan Consumer and Commercial Affairs, Regina.

PUB DATE- 87
NOTE- 38p.; For the other titles in this series, see SO 018 402-407.
AVAILABLE FROM- Saskatchewan Consumer and Commercial Affairs, Box 3000, Regina, Saskatchewan, Canada S4S 3V7.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accident Prevention; *Consumer Education; *Consumer Protection; Fire Protection; *Home Economics; Home Management; Instructional Materials; Resource Units; *Safety; Safety Education; Social Studies
IDENTIFIERS- *Canada; *Saskatchewan (Regina)

Many accidents in the home are caused by faulty, defective or improperly designed tools, appliances, and equipment. Government, non-governmental organizations, and industries cooperate to develop and implement standards for the safe design and manufacture of consumer products. This booklet provides information to help consumers select products, alerts them to potential hazards, and lists suggestions and procedures for the safe use of appliances and tools. It emphasizes points to consider in the purchase and use of electrical appliances and illustrates the proper procedures for using fuel burning (gas, propane, oil, wood, kerosene, and coal) appliances. Guidelines on the installation and care of household appliances such as electric blankets, irons, and vacuum cleaners are provided and the safe operation of potentially hazardous outdoor equipment such as snowblowers and lawnmowers is described. Special emphasis is placed on faulty heating equipment and the many potential sources of fires. (SM)

ED 285 824 SO 018 405

Personal Health & Safety: Do You Know What You're Using? Proceed with Caution: Consumer Safety in the Home, IV.

Saskatchewan Consumer and Commercial Affairs, Regina.

PUB DATE- 87

NOTE- 22p.; For the other titles in this series, see SO 018 402-407.

AVAILABLE FROM- Saskatchewan Consumer and Commercial Affairs, Box 3000, Regina, Saskatchewan, Canada S4S 3V7.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Consumer Education; *Consumer Protection; *Health Education; Home Economics; *Hygiene; Instructional Materials; Resource Units; Social Studies

IDENTIFIERS- *Canada; *Saskatchewan (Regina)

The average family spends hundreds of dollars a year on personal care products. If not treated with care and common sense, these products may be harmful or even deadly. This booklet is designed to increase awareness of the entire range of such products. The proper use of cosmetics, especially eye make-up which might cause eye infections, is illustrated. Caution in the use of diet plans and schemes is urged. Emphasis is placed on proper use and storage of over-the-counter drugs. One of the greatest dangers in the home results from the improper use of electrical grooming appliances such as hair dryers and curling irons because these products are often used in the bathroom. Guidelines for the proper use of these appliances are given. (SM)

ED 285 825 SO 018 406

Child Safety: Children Should Be Seen--Not Hurt. Proceed with Caution: Consumer Safety in the Home, V.

Saskatchewan Consumer and Commercial Affairs, Regina.

PUB DATE- 87
NOTE- 25p.; For the other titles in this series, see SO 018 402-407.
AVAILABLE FROM- Saskatchewan Consumer and Commercial Affairs, Box 3000, Regina, Saskatchewan, Canada S4S 3V7.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Accident Prevention; *Consumer Education; *Consumer Protection; Daily Living Skills; Family Life Education; *Home Economics; Home Management; Instructional Materials; Resource Units; Safety; *Safety Education; Social Studies
IDENTIFIERS- *Canada; *Saskatchewan (Regina)

Most childhood accidents can be classified into one of the following seven categories: poisonings, falls, burns, suffocation, drownings, cuts, and electrocutions. Precautionary methods to reduce many of these accidents are offered in this booklet. Proper selection, storage, maintenance, and use of toys is emphasized. Information on how to avoid dangers presented by childhood equipment such as high chairs, baby walkers, and safety gates is provided. Methods for child proofing a home to make it safe from poisons and other hazards are illustrated. Procedures to reduce the risk of burns and scalds in the home are surveyed. Guidelines are provided for the design, installation, and maintenance of play space and equipment. (SM)

Leisure Time Safety: Fun, Fun, Fun! Proceed with Caution: Consumer Safety in the Home, VI.

Saskatchewan Consumer and Commercial Affairs, Regina.

PUB DATE- 87
NOTE- 18p.; For the other titles in this series, see SO 018 402-406.
AVAILABLE FROM- Saskatchewan Consumer and Commercial Affairs, Box 3000, Regina, Saskatchewan, Canada S4S 3V7.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accident Prevention; *Consumer Education; *Consumer Protection; Family Life Education; Instructional Materials; *Leisure Education; *Leisure Time; Outdoor Activities; *Recreation; Recreational Activities; Resource Units; Safety Education; Social Studies; Swimming
IDENTIFIERS- *Canada; *Saskatchewan (Regina)

Exercising caution during recreational activities will ensure that vacations and holidays do not result in tragedy. This booklet outlines some of the activities that require caution. Proper procedures for cycling--including the use of all terrain vehicles (ATVs), roller skating, and skateboarding are illustrated. Swimming can continue to be pleasurable if care is exercised in the installation and maintenance of swimming pools. Proper fencing around pools is required to protect neighborhood children. By installing nonslip surfacing around the decks and walkways, many falls and accidents can be prevented. When enjoying the great outdoors--boating, camping, outdoor cooking, and hunting--being aware of the dangers can ensure pleasure and continued enjoyment. Increased awareness in purchasing and using exercise equipment is emphasized. (SM)

ED 285 827 SO 018 424

Charnofsky, Norene M.
Global Education Resource List.
PUB DATE- Apr 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Civics; Educational Strategies; Elementary Secondary Education; *Global Approach; *Instructional Materials; Interdisciplinary Approach; International Relations; Learning Activities; Resource Materials; World Problems; Writing Skills

Global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet, and this bibliography was designed to help educators bring about this understanding. Curriculum guides for world citizenship, materials containing learning activities for peace education, and a resource book to enhance understanding of the world economic situation are offered here. Materials for teaching the cultures of other lands, world economic development, and map skills, as well as resources pertaining to peace education stories for young children and pen pals for peace activities are described. Atlases, charts, and maps of humanity's march toward peace are among the available activities. Materials appropriate for educational levels from kindergarten through the secondary grades are featured. Addresses for ordering materials are included. (SM)

ED 285 828 SO 018 426

Winkleman, Michael
The Fragility of Turf: The Neighborhoods of New York City. New York State History Themes #1.
New York State Museum, Albany.
PUB DATE- 86
NOTE- 46p.; Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Community Attitudes; *Community Change; Community Characteristics; Community Influence; Community Study; Instructional Materials; *Local History; Metropolitan Areas; *Neighborhoods; Resource Units; Secondary Education; Social Studies; *State History
IDENTIFIERS- New York (Bronx); New York (Brooklyn); New York (Manhattan); New York (Queens); New York (Staten Island)

People continue to define themselves, their lifestyles, and their beliefs through their neighborhoods--their turf. In studying the history of New York City neighborhoods, it is important to consider the developmental trends and constraints (geography, economic structure, transportation, and technological advances) that contributed to the growth of the city's environment. The cycle of growth, decline, and rebirth of neighborhoods is examined in each of the city's five boroughs--Manhattan, Brooklyn, the Bronx, Queens, and Staten Island. Growing from a Dutch settlement on Manhattan Island, the city's economic base was and still is water-oriented. Economic and demographic trends fostered changes in Manhattan neighborhoods that altered the nature of the community. In recent years, young professionals have returned to revitalize Manhattan neighborhoods. Brooklyn was established by Dutch settlers in 1636 and developed as an autonomous city until 1814, when regular steam ferry service with Manhattan was established. The Brooklyn Bridge, which opened in 1883, completed the link between Manhattan and Brooklyn. With its devastated tenements, suburban riverfront mansions, seaside cottages, and massive housing superblocks, the Bronx typifies the rapid succession of growth and decline experienced throughout New York City. Queens remains a borough of towns, villages, and real estate developments and, as it is newer, is more scattered and less troubled than the other boroughs. Staten Island is geographically separated from the rest of the city but has experienced much growth since the 1964 opening of the Verrazano Narrows Bridge. The document contains numerous black and white photographs, lithographs, and other illustrative materials. (SM)

ED 285 829 SO 018 432

Risinger, C. Frederick
Improving Writing Skills through Social Studies. ERIC Digest No. 40.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 4p.
GRANT- 400-86-0020
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, Indiana 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art

Materials - ERIC Information Analysis Products (071)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Techniques; *Content Area Writing; Creative Teaching; Learning Strategies; Secondary Education; *Social Studies; Teaching Methods; Writing Improvement; *Writing Processes; *Writing Skills
IDENTIFIERS- ERIC Digests

A recent study by the National Assessment of Educational Progress (NAEP) directly links writing effectiveness to development of skills in critical thinking. This ERIC Digest discusses: (1) recent research on the linkage between writing and learning; (2) successful approaches to teaching writing; and (3) suggestions for including an effective writing component in the social studies curriculum. Research indicates that writing enhances learning in several ways: (1) writing requires knowledge and focuses thought; (2) writing enhances critical thinking; and (3) writing shifts responsibility for learning to the student. Of the two most frequently used approaches to teaching writing, one emphasizing the product and the other emphasizing the process, the product approach is the most accepted but the process approach is rapidly gaining adherents. The process approach indicates an awareness of the linkage between writing, thinking, and learning. The NAEP study found that students who used elements of process writing (planning, revising, and editing) are more likely to be better writers. For social studies teachers, the best approach appears to be a blend of the process and product approach. The most effective method of using writing to enhance learning and encourage creative and critical thinking appears to be the development and use of writing assignments that stimulate and challenge students. The NAEP study also found that students who write more, write better. This finding coupled with evidence that critical thinking and higher order intellectual skills are nurtured by appropriate writing assignments makes a powerful case for increasing the amount of student writing in social studies. A list of resources for teaching writing in social studies is included. (SM)

ED 285 830 SO 018 700

Jennings, M. Kent
Political Roles of Social Studies Teachers and Principals machine-readable data file .
Michigan Univ., Ann Arbor. Survey Research Center.
REPORT NO.- EF000206; ICPSR-7241; UM/SRC-477

PUB DATE- 65
NOTE- File documentation consists of a "Teacher Codebook" and a "Principal Codebook."
AVAILABLE FROM- University of Michigan, Survey Research Center, Ann Arbor, MI 48109. Telephone: (313) 764-8365; Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 763-3486.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; Citizenship Education; Codes of Ethics; Community Organizations; *Controversial Issues (Course Content); Curriculum Development; Democratic Values; Group Dynamics; Group Membership; High Schools; High School Students; Job Satisfaction; National Surveys; Opinions; *Political Attitudes; Political Influences; *Principals; Secondary School Teachers; *Social Studies; Social Values; *Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Controversy; School Prayer; Student Parent Socialization Study

The purpose of this national sample survey was to collect data on the evolution of political orientations among high school students and on the intergenerational influences upon that process. Two datasets (one involving the responses of 97 principals and one involving the responses of 317 social studies teachers from those same 97 schools) were developed during the spring of 1965, in conjunction with the "Student-Parent Socialization Study." With these data, the investigator sought to explore the effects of school-related factors on the formation of citizenship perspectives among high school students. The questionnaire administered to the teachers covered the following areas: methods and materials used in courses, job satisfaction, political values and orientations, attitudes toward students, teacher-student relationships, work time devoted to social studies, community political roles of teachers. The questionnaire administered to the principals focused on: political values, attitudes toward students, goals for social studies, the handling of controversial issues in class, feelings about political parties, opinions about selected concerns and issues, confidence in the various levels of government, perceived need for additional courses, reactions to pressure groups involving the school. The teachers dataset records a total of 325 variables per teacher. The principals dataset records a total of 240 variables. The characteristics of the schools involved in the study were added to the teacher dataset. These data are: size and type of school, enrollment percentage of minority groups, types of activities offered by the school, tenure system, religious affiliations of the student body, juvenile offenses of students, dropout percentages. The conclusions of the study were reported in two works by M. Kent Jennings and Harmon Zeigler: (1) "The Politics of Teacher-Administrator Relations" (Education and Social Science, Volume 1, April 1969); (2) "Political Expressivism Among High School Teachers: The Intersection of Community and Occupational Values" (In: Learning about Politics, New York, Random House, 1969). (WTB)

ED 285 831 SP 028 287

Morrow, John E.; And Others
Educational Reform: Perceptions of Practitioners.
PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Classroom Techniques; Discipline; Educational Testing; Elementary Secondary Education; Individual Differences; Instructional Materials; *Principals; Student Motivation; *Teacher Attitudes; *Teacher Effectiveness

One thousand two hundred-forty-one elementary, 459 middle, and 597 high school teachers and their supervisors and principals (N=93), (N=56), and (N=60), respectively, from 53 elementary, 16 middle and 15 high schools located in a large urban district in the Southeast were surveyed to determine: (1) instructional problems reported by teachers; (2) instructional problems of teachers reported by their supervising principals; and (3) differences in perceptions of instructional problems between the groups. Teachers and principals at all levels generally cited individual differences, motivation, discipline, and testing and grading among the top five concerns. Teachers also cited classroom management as a problem area. Ranking of these top five problem areas, however, differed significantly between teachers and principals, and also among the different grade levels of teachers and principals. In general, teachers did not perceive themselves as having great difficulty with any of the instructional problem areas, nor were they perceived by their supervisors as having great difficulty. The problem areas ranked as least difficult by both teachers and principals were all within the realm of professional knowledge and skill. Both groups appeared to believe that teachers were sufficiently well-prepared in their subject area to teach successfully. (CB)

ED 285 832 SP 028 857

Chance, William
"...The Best of Educations." Reforming America's Public Schools in the 1980's.
John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 86
NOTE- 214p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Change Strategies; *Educational Change; *Educational Improvement; *Educational Trends; Elementary Secondary Education; Higher Education; State Programs; Teacher Education; Teacher Improvement
IDENTIFIERS- *Excellence in Education

This report reviews the national educational reform movement of the 1980's, with particular attention directed to seven states: California, Colorado, Florida, Illinois, South Carolina, Texas, and Washington. The first chapter provides background information on the educational reform movement. The second chapter focuses on the reform activities taking place in the above seven states. The third chapter discusses educational reform actions taking place in the areas of student achievement; the education profession; school governance, structure, and finance; innovation; and implementation and oversight. The final chapter discusses the possible futures of educational reform, and concludes that the educational reform movement was a more informed effort than is usually realized, but there remains an important state government need for applied research assistance to guide policy decisions. A summary of the national reports and an eight-page list of additional reading references are appended. (Author/CB)

ED 285 833 SP 028 982

Griffin, Gary A., Ed.; Millies, Suzanne, Ed.
The First Years of Teaching: Background Papers and a Proposal.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 87
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Beginning Teachers; *Educational Policy; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *School Districts; *State Programs; *Teacher Orientation; Teaching Conditions

The papers in this volume were commissioned to provide information useful for planning, implementing, and assessing the impact of new teacher programs, such as the Illinois Initial Year of Teaching Program. These papers were presented at a conference held at the University of Chicago in September 1987 on the initial year of teaching to provide a set of position statements about beginning to teach. Titles and authors include: (1) "State and District Structures to Support Initial Year of Teaching Programs" (Beatrice A. Ward); (2) "Workplace Conditions of Teacher Quality and Commitment: Implications for the Design of Teacher Induction Programs" (Susan J. Rosenholtz); (3) "The Role of Higher Education in Initial Year of Teaching Programs" (Kenneth R. Howey and Nancy L. Zimpher); (4) "Learning the Language of Practice: Implications for Beginning Year of Teaching Programs" (Robert J. Yinger); (5) "The Process and Content of Initial Year of Teaching Programs" (Kathy Carter and Virginia Richardson Koehler); (6) "On Helping the Beginning Teacher" (Nathalie J. Gehrke); and (7) "Assessment Issues in Initial Year of Teaching Programs" (Susan Barnes). The final paper, "A State Program for the Initial Year of Teaching" (Gary A. Griffin), offers a set of recommendations drawn from the conference. A list of educators invited to the Initial Year of Teaching Conference is included. (CB)

ED 285 834 SP 028 995

Mann, Andrea

Leisure and Vitality in Later Life.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Interviews; *Leisure Time; *Life Satisfaction; *Older Adults; Recreational Activities; *Self Esteem; *Well Being
IDENTIFIERS- Ohio (Columbus)

Research has suggested significant relationships between satisfaction with life, successful aging, subjective well-being, and satisfaction with personal leisure. Vitality is used to imply high levels of energy and hope, personal growth, involvement with life, meeting change with eagerness or equanimity, positive self-regard, and an ability to cope despite possible health problems or personal losses. The purpose of this research is to better understand the values that enhance the lives of active older adults and to reduce barriers that affect their participation in leisure. Thirty active men and women aged 62 to 88 who used senior recreation centers in Columbus, Ohio, were interviewed regarding how leisure contributed to the quality of their lives. The Personal Orientation Dimensions (POD) (Knapp and Shostrum) inventory was used. Subjects were divided into five groups and the two groups with the highest and lowest vitality levels were analyzed. Results are discussed. Summaries of childhood, midlife, and current leisure activities of the subjects are presented. (MT)

ED 285 835 SP 029 053

van der Dussen, A. Michael
Cheap Teachers--A High Price for Bad Investments: Economical and Educational Dilemmas in Teacher Training.
Leyden Univ. (Netherlands). Dept. of Teacher Training.
PUB DATE- Jul 87
NOTE- 18p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Change; *Educational Finance; *Educational Needs; *Educational Quality; *Epistemology; Higher Education; *Politics of Education; *Preservice Teacher Education; Teaching Experience

This review of some of the economical and educational dilemmas touching teacher education deals with the meaning of knowledge and the psychological requirements for the development of a knowledge base for teachers. Before teachers can play an innovating and flexible role in education they must first accept their roles themselves. The imbalances of a country's social system confronts political decision makers with the economical choice of either improving the training of teachers at the risk of higher costs or reducing facilities. While it is tempting to defend the cutting down of financial support with the argument that knowledge needed for a teacher's profession can be disseminated as 'objective knowledge' that can be sold or bought at the lowest price as every other commodity, this view cannot really be supported. New ideas about knowledge and the working of the mind stress the idiosyncratic status of cognition. Because the whole person is involved in teaching (thinking, acting, feeling in a challenging interaction with other people), it takes time to change cognitions useful for new situations. This type of experience should be included in teacher education as well as other experiences that may answer other imbalances found by teachers. (CB)

ED 285 836 SP 029 056

Floden, Robert E.; Clark, Christopher M.
Preparing Teachers for Uncertainty.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; Elementary Secondary Education; *Expectation; Faculty Development; Higher Education; *Preservice Teacher Education; *Teacher Attitudes; Teacher Effectiveness; *Teaching Conditions; *Teaching Skills
IDENTIFIERS- *Uncertainty

An examination of the various ways in which teaching is uncertain and how uncertainty pervades teachers' lives points out that teachers face uncertainties in their instructional content, ranging from difficult concepts, to unclarity about how teaching might be improved. These forms of uncertainty undermine teachers' authority, creating situations where they must weigh the uncertainty of teaching against the responsibility for guidanace built into the relationship between teacher and student. Attempts of teacher education programs to "prepare" teachers to face uncertainty should result in teachers' increased ability to carry out the primary functions of teaching, promotion of teachers' psychological health, and intellectual honesty within the program. Preservice teachers could be taught to expect, recognize, and understand uncertainty as well as make appropriate responses to it. Teacher education programs can promote this knowledge through such activities as: providing knowledge about uncertainty; finding out what students know about uncertainty; predicting the effects of teaching; thinking about the content of instruction; analyzing the bases of classroom authority; reflecting on learning to teach; and practicing and coaching reaction to uncertainty in real settings. (CB)

ED 285 837 SP 029 072

Loucks-Horsley, Susan; And Others
Continuing to Learn: A Guidebook for Teacher Development.
National Staff Development Council, Oxford, OH.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 183p.
CONTRACT- 400-86-0005
AVAILABLE FROM- Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main St., Andover, MA 01810 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; Independent Study; Inservice Teacher Education; *Interprofessional Relationship; *Program Development; *Program Effectiveness; Program Evaluation; Self Evaluation (Individuals); *Staff Development

Operating on the premise that teachers who continue to learn make more effective instructors, this book describes several strategies and approaches for continued teacher development. Activities such as coaching or advising each other, attending institutes, learning and putting into practice new teaching techniques or strategies, or conducting research projects are described. The book also details the conditions necessary for the approach to be successful and lists the benefits to students, teachers, and schools. Issues, concerns, and possible pitfalls are raised. Characteristics of good staff development programs are defined, followed by recommendations concerning ways to establish and improve these programs. Several case studies and evaluation methods are presented. (CB)

ED 285 838 SP 029 222

Ediger, Marlow
The Lancastrian Monitorial System of Instruction.

PUB DATE- 23 Sep 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Grouping; *Cost Effectiveness; *Educational History; *Educational Strategies; Elementary Secondary Education; *Master Teachers; Models
IDENTIFIERS- *England; *Lancaster (Joseph)

The Lancastrian Monitorial System of Instruction was devised in the late eighteenth century by a teacher in England, Joseph Lancaster, who found it necessary to keep educational costs down in order to continue teaching poor people in the area. This system was organized so that one master teacher could instruct from 200 to 1,000 pupils at one time. The pupils would be divided into groups of ten taught by a monitor who was responsible for issuing books and slates to pupils. As they learned the lessons appropriate for their group, students were promoted to the next group. The system taught four curricular areas--reading, writing, spelling, and arithmetic. Memorization of learning was the teaching method emphasized. The system, which spread rapidly in the United States, helped to foster the normal school approach later adopted in the United States. (CB)

ED 285 839 SP 029 228

Shreeve, William; And Others

Teachers' Strikes: Maxims or Myths.

PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Educational Policy; Elementary Secondary Education; *School Districts; Substitute Teachers; *Teacher Strikes

Seven commonly held myths concerning the effects of teachers' strikes on school districts are explored. Administrators from 124 school districts that experienced teacher strikes during the three-year period 1981-1984 responded to a questionnaire about the seven myths. The myths discussed include: (1) superintendents leave districts as a result of teachers' strikes; (2) teachers who cross picket lines eventually leave the school district; (3) teachers' strikes impact district policy; (4) substitutes who cross picket lines are not hired to teach in the district; (5) substitutes who cross picket lines and are later hired are not accepted by their colleagues; (6) future levies are defeated as a result of teachers' strike; and (7) students are negatively affected by teachers' strikes. The study indicates that common assumptions about the effects of teacher strikes are unfounded but important policy decisions are often based on these beliefs. (CB)

ED 285 840 SP 029 242

Kennedy, Mary M.
Inexact Sciences: Professional Education and the Development of Expertise. Issue Paper 87-2.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; *Foundations of Education; Higher Education; *Preservice Teacher Education; *Professional Education; *Professional Occupations; Teaching Skills; Theory Practice Relationship

This study reviews literature on the education of teachers, lawyers, engineers, and other professions, providing comparison of the nature of expertise in the various professions and on how it is acquired. Four definitions of expertise are presented--expertise as technical skill; expertise as application of theory; expertise as critical analysis; and expertise as deliberate action--with illustrations showing how these types of expertise are seen in the teaching profession. The meanings and implications of these kinds of expertise for teaching practice are examined, and current methods of fostering expertise are delineated. A nine-page reference list is included. (Author/CB)

ED 285 841 SP 029 243

Barnes, Henrietta L.
Intentions, Problems and Dilemmas: Assessing Teacher Knowledge through a Case Method System. Issue Paper 87-3.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
AVAILABLE FROM- National Center for Research on Teacher Education, 516 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Case Studies; Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Methods; Teacher Effectiveness; *Teacher Evaluation; *Teacher Response; Test Validity

This paper examines teacher assessment in light of contemporary cognitive science and anthropological research on teaching. Attention is given to why some teacher tests are inappropriate for assessing competence and the need for development of an effective, comprehensive assessment system that acknowledges the inadequacy of current test structures. The potential of using the case method for overcoming these difficulties is rooted in the premises drawn from cognitive science and anthropology. A case method assessment system is proposed, in which teachers respond to cases that reflect the complexity of teaching. The potential of three frameworks--intended instruction, problem situations, and dilemmas--are examined as possible vehicles for assessing the knowledge teachers employ to simplify their work and accomplish their intentions over time. Ways of judging teacher responses to these cases are also discussed. (CB)

ED 285 842 SP 029 254

Rotella, Robert J.; Bunker, Linda K.
Parenting Your Superstar. How to Help Your Child Get the Most Out of Sports.

REPORT NO.- ISBN-0-88011-262-X
PUB DATE- 87
NOTE- 237p.
AVAILABLE FROM- Human Kinetics Publishers, P.O. Box 5076, Champaign, IL 61820 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; Athletic Coaches; Child Rearing; Children; Competition; *Parent Child Relationship; Parenting Skills; *Parent Role

This book presents information for parents who wish to help their children have successful, happy sport experiences. Section I presents five chapters on raising children to be athletes. Chapters discuss the role of parents of athletes, life as parents of an athelete, choosing the best sport experience, getting started and setting goals, and guiding the child to competitive success. Section II offers seven chapters discussing ways to guide children's early sport experiences, covering such areas as parents working with coaches, coaching children, systematic practice techniques, understanding and analyzing skills, preventing injuries, and the importance of nutrition. Section III presents three chapters that consider sport as a total experience, including discussion of organized youth sport, and benefits of sport participation. References and suggested readings are listed. (CB)

ED 285 843 SP 029 255

Bird, Ronald; Wakeman, Douglas
An Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast: 1986 Update. Research Report 06-006.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 45p.; For an analysis based on 1984 data, see ED 269 402.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *College Graduates; *Comparative Analysis; Elementary Secondary Education; *Salary Wage Differentials; *Teacher Salaries; Teaching Experience
IDENTIFIERS- *United States (Southeast)

An analysis of data from the March 1985 Current Popluation Survey issued by the United States Census Bureau involved consideration of earnings characteristics of teachers and other college-educated workers in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. This report provides estimates of the beginning and average teacher salary levels that should be reached in order to ensure that the public schools are able to attract and retain talented and capable individuals as teachers. Sections of the report cover: the Comparability Principle used to estimate teacher salaries and compare them with salaries of other college-educated workers; method of analysis; results of analysis; an Earnings Comparability Mutiple Regression Model; and conclusions and recommendations. It was concluded that, although beginning teacher salaries in the Southeast have risen steadily over the past four years, the average teacher salary in the Southeast is still below the average starting salary of other college-educated workers. Furthermore, there has been little progress in closing the gap between the average teacher salary and the average salary of other college-educated workers. (CB)

Brophy, Jere
Educating Teachers about Managing Classrooms and Students. Occasional Paper No. 115.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Techniques; Discipline; Educational Needs; Elementary Secondary Education; Intervention; Teacher Behavior; Teacher Education; *Teacher Student Relationship; *Teaching Skills; *Teaching Styles

This paper considers the scholarly knowledge base that exists on classroom management in an effort to educate teachers about managing classrooms and students. The concepts of instruction, classroom management, student socialization, and disciplinary intervention as functions commonly performed by teachers are defined. It is argued that a sustained focus is needed on a single integrated approach, taught as an action system that includes attention not only to propositional knowledge (concerning principles of effective management) but also to procedural knowledge (of how to implement these principles) and conditional knowledge (of when and why to implement them). Other recommended elements include conceptual change teaching designed to confront and correct inappropriate attitudes or beliefs that students may bring with them; emphasizing the basics by concentrating on the most commonly occurring classroom teaching situations; and developing skills as much as possible through the apprenticeship approach (modeling, coaching, scaffolding/fading) but supplementing this as needed with didactic instruction in basic concepts and skills, structured classroom observation and student teaching experiences, and use of case materials and simulation exercises as substitutes for field experiences that cannot be included in the program. (CB)

ED 285 845 SP 029 260

Mayer, Robert H.; Goldsberry, Lee

The Development of the Beliefs/Practice Relationship in Two Student Teachers.

PUB DATE- 87
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Case Studies; Higher Education; Preservice Teacher Education; Staff Development; *Student Teacher Attitudes; *Student Teachers; Teacher Behavior; *Teaching Experience; Teaching Styles

An intensive case study of two student teachers focused on how their beliefs and practices developed during the student teaching experience. Ethnographic methods used included participant observation, semi-structured interviews, and analysis of journals kept by the student teachers. The Kelly Repertory Grid Technique was used to examine the beliefs of the student teacher both before and after the student teaching experience. This paper presents detailed findings concerning both student teachers. Several important hypotheses worthy of further research that involve student teachers' idiosyncratic beliefs, how beliefs change over the student teaching experience, philosophical views and educational beliefs of student teachers, and how beliefs guide the student teacher during actual practice are listed. (CB)

ED 285 846 SP 029 262

Van der Sijde, Pieter C.
The Effect of a Short Teacher Training on Students' Learning Outcomes.
Twente Univ. of Technology, Enschede (Netherlands).
REPORT NO.- IST-MEMO-87-02
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Higher Education; Mathematics Teachers; *Program Effectiveness; Secondary Education; Teacher Education Programs; *Teacher Effectiveness
IDENTIFIERS- Netherlands

A study focused on the effect of a specific mathematics teachers training program on student achievement. Training of 33 eighth-grade mathematics teachers featured instruction in lesson format and management of the classroom and instruction. Observation of the teachers after the training indicated that the time training is given in the course of the school year is an important factor in achieving effectiveness as measured through student achievement. Results also indicated that teachers should be trained, with that training specifically tailored to data obtained from teacher observation. Mailing the training manual appeared not to be effective for self-training. (CB)

Dewalt, Mark W.
Effects of Teacher Training.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Comparative Analysis; *Education Majors; Higher Education; Preservice Teacher Education; Program Effectiveness; Secondary School Teachers; *Teacher Background; *Teacher Effectiveness; Teacher Qualifications

A study investigated the relationship between teacher training and teacher competence. The Classroom Performance Record and the Class Context/Planning Record, two instruments constructed for use with the Virginia Beginning Teacher Assistance Program, were used to study 12 competencies of 230 beginning secondary school teachers. Teachers were observed three separate times by three different trained observers for the following competencies: academic learning time; accountability; clarity of structure; individual differences; evaluation; affective climate; learner self-concept; meaningfulness; planning; questioning skill; reinforcement; and close supervision. It was found that teachers who had teacher training scored significantly higher on the competencies of affective climate and individual differences than teachers who had no teacher training. However, teachers with no teacher training scored higher on the competencies of accountability and questioning skill. It is suggested that preservice training of potential teachers be modified to ensure that teachers get training in each of the competency areas. (CB)

ED 285 848 SP 029 265

Duck, Greg; Cooper, Lenore
Provisionally Registered Teachers in Queensland. An Analysis of Their Characteristics, the Schools to Which They Were Appointed and Principals' Comments.
Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0-7242-1508-5
PUB DATE- Jun 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Foreign Countries; *Principals; Teacher Background; *Teacher Certification; *Teacher Characteristics; *Teacher Effectiveness; Teacher Qualifications; Teaching Skills
IDENTIFIERS- *Australia (Queensland); *Provisional Certification

A research project attempted to obtain data regarding the characteristics and background of provisionally-registered teachers in Queensland, Australia. Board of Teacher Education reports on 3,334 provisionally-registered teachers between December 1982 and July 1984 were analyzed in regard to: demographic characteristics such as age, sex, qualifications, teaching experience, and levels previously taught; characteristics of schools where provisionally-registered teachers were appointed; concentration of provisionally-registered teachers in schools; and principals' comments on the teachers' effectiveness. Results indicated that most of the teachers held a Diploma of Teaching. About 24 percent had prior teaching experience. Provisionally-registered teachers were appointed to 1,146 kindergarten through postsecondary classrooms, accounting for 43 percent of all such classrooms in Queensland. The overwhelming majority of principals' comments regarding these teachers was positive. A copy of the principal's report form is appended. (CB)

ED 285 849 SP 029 266

Duck, Greg; And Others
The Bachelor of Education Degree in the Queensland Advanced Education System: Summary of the Evaluation.
Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0-7242-2436-X
PUB DATE- Feb 87
NOTE- 31p.; For the complete evaluation, see SP 029 273.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; Field Experience Programs; Foreign Countries; Higher Education; Preservice Teacher Education; *Program Attitudes; *Teacher Attitudes; *Teacher Characteristics; *Teacher Education Programs; *Teacher Motivation; Teaching Experience
IDENTIFIERS- *Australia(Queensland)

This volume contains a summary of the results of the Queensland (Australia) Board of Teacher Education's investigation into the Bachelor of Education degree (B.Ed.) in the Queensland advanced education system. Data collection involved information obtained from interviews with teachers and teacher educators and their responses to a survey questionnaire. Study areas focused on teacher entry characteristics; motivation to participate; aims of B.Ed. programs; program structure; student experiences within the program; school contextual factors; and the effects of the program on teachers who completed it, on the schools, and on lecturers. Results indicate that students looked favorably upon the program. Other findings and recommendations for program improvement are discussed. (CB)

ED 285 850 SP 029 268

Duck, Greg; Cunningham, Debra

School Experience in Queensland Pre-Service Teacher Education Programs. 1. Research Report.

Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0-7242-1344-9
PUB DATE- Jun 84
NOTE- 118p.; For the conference report, see SP 029 269.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; Foreign Countries; Higher Education; *Preservice Teacher Education; Student Teacher Attitudes; *Teacher Attitudes; Teacher Educators
IDENTIFIERS- *Australia (Queensland)

This report presents the results of the first two stages of the Queensland Board of Teacher Education's investigation of school experience in preservice teacher education programs in Queensland, Australia. Part I reports on the first phase of the study involving a survey of student teachers, supervising teachers, school coordinators of practice teaching, and teacher education lecturers. Sections address: background information on survey subjects; types of school experiences; activities undertaken in school experiences; school experience settings; roles of supervising teachers, lecturers, and school coordinators; relationship between college or university studies and school experience; provision of information to supervising teachers; assessment of student teachers; participation by school personnel and lecturers in activities designed to plan and coordinate school experience; other aspects of school experiences; and desirable changes to school experiences to make them more meaningful in teacher preparation. Part II reports on the second stage of the study involving a number of seminars throughout Queensland at which the survey results for individual programs were discussed. (CB)

ED 285 851 SP 029 269

Duck, Greg, Ed.; Cunningham, Debra, Ed.
School Experience in Queensland Pre-Service Teacher Education
  Programs. 2. Conference Report.
Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0-7242-1479-8
PUB DATE- Mar 85
NOTE- 57p.; For the research report, see SP 029 268.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports -
  Research/Technical (143) Information Analysis/State-of-the-Art
  Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Field Experience
  Programs; Foreign Countries; Higher Education; *Preservice Teacher
  Education; Student Teacher Attitudes; *Teacher Attitudes; Teacher
  Educators
IDENTIFIERS- *Australia (Queensland)

This report discusses the third major stage of the Queensland Board of Teacher Education's investigation into the nature of school experiences in preservice teacher education programs in Queensland, Australia. An account is presented of the proceedings of a statewide conference held in September 1984 to discuss results of the survey research project. This volume includes the following papers: (1) "Outline of Results of Board of Teacher Education Research Study" (Greg Duck and Debra Cunningham); (2) "Setting Priorities for Improving the Practicum" (Ken Eltis); and (3) "Discussion of Issues Arising Out of Group Recommendations" (Betty Watts). Sections of this volume also address a summary of recommendations arising from group discussions and recommendations of the Board of Teacher Education. (CB)

Cooper, Lenore; Duck, Greg

Future Requirements for Secondary Teachers: The Views of Queensland Principals.

Queensland Board of Teacher Education, Toowong (Australia).

REPORT NO.- ISBN-0-7242-1367-8
PUB DATE- Sep 84
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Needs; Foreign Countries; *Mathematics Teachers; *Principals; *Science Teachers; Secondary Education; Secondary School Teachers; Teacher Education; Teacher Effectiveness; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Australia (Queensland)

A survey was developed to elicit information from secondary school principals in Queensland, Australia, regarding emerging needs for teacher education, teacher supply and quality in mathematics and science, and overall teacher supply and demand. The questionnaire also elicited information on personal characteristics of respondees, school information, perceived adequacy of teachers, new subject areas principals would like to see introduced in the future, priorities for additional staff, desirability of various possible future developments in secondary education, and desired characteristics of secondary school teachers in the future. Results of analysis of 231 responses are presented in this report. General findings indicated that principals stressed the importance of teachers' personal qualities, placed less emphasis on academic qualifications, and are currently involved in expanding their schools' curricula beyond the purely academic. (CB)

ED 285 853 SP 029 273

Duck, Greg; Webb, ELizabeth
The Bachelor of Education Degree in the Queensland Advanced Education System: An Evaluation.
Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0-7242-2431-9
PUB DATE- Dec 86
NOTE- 127p.; For a summary of the evaluation, see SP 029 266.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; Career Choice; Foreign Countries; Higher Education; Preservice Teacher Education; *Program Attitudes; *Teacher Attitudes; *Teacher Education Programs; *Teacher Motivation
IDENTIFIERS- *Australia (Queensland)

An investigation into the Bachelor of Education degree (B.Ed.) in the Queensland, Australia advanced education system took into consideration what motivated B.Ed. program participants; intentions, structure, and content of B.Ed. programs; student experiences in the program; and influence of the B.Ed. on teachers and schools. Information was obtained through interviews with and a questionnaire survey of teachers and teacher educators. Findings indicated that teachers enroll in the B.Ed. program for a variety of reasons, including extrinsic factors such as improving classification and salary, and for intrinsic reasons such as desire for personal growth. Most respondents supported a preservice B.Ed. program. Many students reported difficulty in balancing part-time study, teaching, and family commitments. Teachers also wanted a wider choice of content and the opportunity to specialize within the B.Ed. program. Most students approved of the teaching methods used in the program, which was generally seen as a positive influence of schools and teachers. This report details study background, methodology, samples, and results in each of the areas studied. (CB)

ED 285 854 SP 029 275

Manning, James M.; And Others
Factor Analysis of Various Anaerobic Power Tests.
PUB DATE- 87
NOTE- 22p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Evaluation Methods; Males; *Performance Factors; *Physical Fitness; *Psychomotor Skills
IDENTIFIERS- *Anaerobic Power

A study investigated the relationship between selected anthropometric variables and of numerous anaerobic power tests with measures obtained on an isokinetic dynamometer. Thirty-one male college students performed several anaerobic power tests, including: the vertical jump using the Lewis formula; the Margaria-Kalamen stair climb test; the Wingate maximun anaerobic capacity and peak power test; the Cybex II isokinetic measures for knee extension and ankle plantar flexion; the 40-yard dash; and the standing long jump. Principal factor analysis and rotation using the varimax criterion were used to identify significant correlations. Results showed no single factor emerged and that unrelated aspects existed among these tests and that they were not measuring similar qualities. It is suggested that anaerobic tests that are used to evaluate anaerobic power be performed as specifically as the skill being tested. (Author/CB)

ED 285 855 SP 029 281

Simmons, Joanne M.

An Exploration of the Role Perspectives and Evaluative Judgment Criteria of Three University Student Teacher Supervisors.

PUB DATE- Dec 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Criteria; Higher Education; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teacher Supervisors; *Teacher Attitudes; Teacher Background; *Teacher Supervision; *Teaching Experience

Cognitive mapping and interview techniques were used to: (1) examine the professional backgrounds of three university supervisors and their beliefs concerning the purposes of student teaching and supervision; (2) identify the supervisors' criteria in their cognitive maps of effective student teacher performance; and (3) continue developing and testing this research methodology for identifying, weighing, and analyzing these judgment criteria in a supervisor's cognitive map and their use in actual practice. Supervisors in this study included a novice with 11 years of elementary classroom teaching experience and a master's degree, while another had 5 years experience as a supervisor with 10 years of classroom teaching experience and training in supervision and teacher preparation/staff development, and the third had 3 years of supervisory experience with 20 years classroom teaching experience and a doctorate in reading/language arts. Results indicated that degree of satisfaction with the position, desire to continue in the position, and degree of comfort varied with experience, education, and personal attributes. All three supervisors were able to identify and weigh the evaluative criteria they used in supervising student teachers, but the actual criteria varied widely among the supervisors. It is concluded that data obtained from this study presents only the beginning of many aspects of much-needed research in this area. (CB)

ED 285 856 SP 029 282

Project 21: Teachers for the Twenty-First Century.
Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0-7242-2581-1
PUB DATE- 87
NOTE- 279p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Admission Criteria; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Teacher Certification; *Teacher Effectiveness; Teacher Recruitment; Teacher Role; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Australia (Queensland)

During 1985 and 1986, the Queensland Board of Teacher Education undertook a major review of teacher education and certification in Queensland. The report analyzes the social and educational trends emerging in Australia and formulates a view of the desirable roles and competencies of teachers in the future. Full recognition of teaching as a profession is emphasized. Recommendations are made for the future recruitment, selection, professional preparation, and certification of teachers. Summary and recommendations of the Board are presented. Chapters include: (1) The Continuing Focus on Teacher Education; (2) The Teaching Profession and Teacher Education; (3) The Future Contexts of Teaching; (4) The Teachers in Their Schools and Communities: Teacher Roles and Teacher Qualities; (5) Quality Teachers: Recruitment and Selection; (6) Quality Teachers: Initial Teacher Education; (7) Quality Teachers: Continuing Professional Development; (8) Quality Teachers: Teacher Educators and Teacher Education Institutions; (9) Quality Teachers: The Registration of Teachers; and (10) Review Processes in Teacher Education. Fourteen tables and seven figures are provided. The appendixes include material on the work of the Board as well as the following items: (1) an extensive chart summarizing concerns in major reports on teacher education (including three U.S. reports); (2) an outline of teacher roles and qualities; and (3) an outline of teacher registration legislation. (MT)

ED 285 857 SP 029 284

Price, David; Sellars, Neal
A Synthesis of Effective Supervisory Teacher Behaviours in the Final Year of the Primary Practicum. Research Grants Series No. 2.
Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0815-7243
PUB DATE- Jul 85
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; *Student Teacher Supervisors; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Supervision
IDENTIFIERS- *Australia (Queensland)

This study focused on supervisory processes used by primary teachers in Queensland, Australia, who were perceived to be excellent student teacher supervisors. Structured interviews were conducted with 32 supervising teachers working with student teachers, some of whom were also interviewed. Synthesis of data collected from these interviews resulted in a broad profile of the supervising teachers and their behaviors. "Excellent" supervising teachers tended to prepare in advance for the student teacher; emphasize a positive beginning to student teaching; seek appropriate information from student teachers; convey expectations to student teachers; arrange and conduct effective pre-lesson and post-lesson discussion; provide opportunities for purposeful observation of student teachers; cooperate with training institution faculty; afford some autonomy to student teachers; and establish rapport with student teachers. (CB)

ED 285 858   SP 029 285

Board of Teacher Education (Queensland). Research Grants Series No. 3.

Queensland Board of Teacher Education, Toowong (Australia).

PUB DATE- Oct 86

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)

DESCRIPTORS- Classroom Communication; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Reading Instruction; Stress Management; Stress Variables; *Student Teachers; *Teacher Attitudes; Teacher Burnout; *Teacher Characteristics; *Teacher Effectiveness

IDENTIFIERS- *Australia (Queensland)

The Queensland (Australia) Board of Teacher Education lets research grants for work in the area of teacher education. As projects are completed, the Board periodically publishes summaries of the project reports. This volume, number three in the series, describes six research studies, as follows: "Student Teacher Stress in Field Studies" (M. Fogarty and others) revealed 40 stressors experienced by third-year student teachers during field studies and presents implications for further research. "An Investigation of the Effects of Training in Assertion and Interpersonal Communication Skills on Pre-Service Teacher Trainees" (Dawn Francis and others) was a descriptive study of the use of assertiveness training as a means of helping teacher trainees overcome communication apprehension and thus increase teacher effectiveness. "What Do Student Teachers Do? An Exploration of the Dynamics of Teacher Education in Queensland" (J. M. Genn) reports on research findings obtained in the course of a wider research project involving analysis of data provided by 441 Queensland student teachers from six teacher education institutions. "Educating Bachelor of Education Students through Self-Managed Learning Groups (S-MLG)" (Wayne T. Haines) reports on the effectiveness of these programs and what student teachers gained from them. "Perceptions of Teaching Practice: A Longitudinal Study" (Ross Muller) investigated the opinions of fourth-year experienced teachers concerning aspects of teaching practice. "Objectives and Skills Needed for Effective Reading Instruction" (R. J. Skilton and G. Bull) sought to determine the level of teacher knowledge and skills in the area of reading instruction. (CB)

ED 285 859 SP 029 290

National Childhood Vaccine Improvement Act of 1986. Report To Accompany S.827. Senate, 99th Congress, 2nd Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-99-483
PUB DATE- 24 Sep 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; Compensation (Remuneration); *Federal Legislation; *Immunization Programs; Legal Responsibility; Medical Research; *Public Health Legislation; *Recordkeeping
IDENTIFIERS- *Child Health; Proposed Legislation; *Vaccines

This report on the proposed National Childhood Vaccine Improvement Act of 1986 describes the background and need for legislation to safeguard the supply of vaccines for childhood diseases, to improve knowledge about adverse reactions, and to assist in the development of safer vaccines. This bill is a substitute amendment for a bill previously introduced, the National Childhood Vaccine Injury Compensation Act, thus leaving the compensation issue for resolution by the 100th Congress. The amendment establishes an Advisory Commission on Childhood Vaccines to encourage availability of vaccines, survey and analyze programs for gathering information on injuries from vaccines, and recommend research priorities and other measures to the Secretary of Health and Human Services. Also included in the bill are provisions for recording and reporting information on vaccine administration and adverse reactions, procedures for promulgating rules regarding vaccine administration, instructions for development of information for parents, and orders regarding research. (MT)

ED 285 860 SP 029 291

Acquired Immunodeficiency Syndrome Research and Information Act of 1987. Report to Accompany S. 1220 from the Committee on Labor and Human Resources. 100th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-100-133
PUB DATE- 29 Jul 87
NOTE- 114p.; Pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Legislation; Health Education; Health Programs; Prevention; *Public Health Legislation; *Special Health Problems
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; *Public Health Service Act

The Senate Committee on Labor and Human Resources' amendment of the Public Health Service Act (S. 1220) regarding Acquired Immunodeficiency Syndrome (AIDS) is presented. The amendment provides for a comprehensive program of education, information, risk reduction, training, prevention, treatment, care, and research of AIDS. This volume includes a summary of the bill, background and need for legislation, text of bill as reported, committee views, votes in committee, cost estimates, regulatory impact statement, section-by-section analysis, and changes in existing law. (CB)

ED 285 861 SP 029 292

Freed, Chester W.; Ketchem, Mary E.
Teacher Paperwork Study: Type, Time and Difficulty.
Delaware State Dept. of Public Instruction, Dover.
REPORT NO.- 95-01/87/02/14a
PUB DATE- Feb 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Workload; Grading; *Recordkeeping; Teacher Attitudes; *Teacher Behavior; Teacher Developed Materials; Teacher Responsibility; *Time Management
IDENTIFIERS- Delaware; *Paperwork

An investigation of teacher paperwork sought to determine the relationship between quantity and types of paperwork and the subject taught and school type. A total of 58 teachers logged their paperwork data over 17 days, including information on paperwork activity, category type, whether the work was required or optional, whether it was completed during or after school, amount of time taken to complete the paperwork, and level of difficulty. Analysis of 1,600 hours of paperwork revealed that teacher paperwork includes a great variety of activities, with over 200 different activities reported under 16 categories of paperwork. A total of 100 teachers from four participation school districts (two from New Castle County, Delaware, one from Kent County, Delaware and one from Sussex County, Delaware) were selected for the sample. Time spent on paperwork varied from teacher to teacher. Seven major types of paperwork--classwork, evaluation/grading, homework, report cards, special projects, test development, and school correspondence--accounted for 81 percent of time spent on paperwork. Teacher spent about eight hours each week both during and after the school day doing paperwork. Most difficult types of paperwork were those relating to special education or parents. This report presents detailed analysis of the data as well as implications for teacher education. (CB)

Purcell, Larry O.
Factors Affecting the Quality of Staff Development.
PUB DATE- Aug 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Staff Development; Teacher Education Programs

A review of the literature concerning the effectiveness and quality of staff development programs focuses on factors that affect the success of such programs. These factors include: individual concerns, training activities, applications, qualifications of consultants, scheduling, strategies, facilities, feedback, collaboration, and outcomes. It is concluded that most successful inservice education provides for active participation and exploration. The way that staff development programs are organized and delivered within an organization influences the effectiveness and accuracy of the content and methodology of what is taught and learned. A 10-page reference list is included. (CB)

ED 285 863 SP 029 301

Lay, Nancy
Whatever Happened to the Skill Objective in Physical Education?
PUB DATE- 87
NOTE- 49p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Athletics; Criterion Referenced Tests; Higher Education; *Physical Education; Preservice Teacher Education; *Psychomotor Objectives; *Skill Development; *Standards

The relative importance of the skill, fitness, and social objectives of physical education have always stirred debate among physical educators. The profession would have been better served, it is argued, if more time had been spent strengthening each objective rather than arguing the merits of these desirable goals. The first section of this paper discusses the reasons for a lack of consensus concerning the skill objective. These reasons include a lack of standardization of curriculum and sports skill teaching; a lack of teacher preparation; and a lack of expectations in terms of skill attainment. The second part of the paper presents a review of literature looking specifically at the role of performance in teacher training; the effect of teaching styles on motor skill learning; skill tests; motor learning studies using traditional sports or novel tasks; research regarding basic skills; and journal features on specific sports. The third section presents suggestions for criterion-referenced standards for basketball, volleyball, and tennis. (MT)

ED 285 864 SP 029 302

van der Mars, Hans; Butterfield, Stephen A.

The Effects of a Performance Base Curriculum on the Gross Motor Development of Preschool Children during Teacher Training: A Pilot Study.

PUB DATE- 87
NOTE- 20p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Higher Education; *Instructional Effectiveness; *Motor Development; *Movement Education; *Physical Education; Preschool Children; Preschool Education; Preservice Teacher Education; *Psychomotor Skills; Sex Differences; *Skill Development

This pilot study used a task-analyzed performance base curriculum as an intervention on the gross motor development of 24 children aged three to six, 15 in a treatment group, 9 in a control group. Pre- and post-training data on gross motor development (relating to 10 motor skills) were collected using the Ohio State University Scale of Intra Gross Motor Assessment (OSU-SIGMA). Treatment group subjects were instructed in skills relating to the those measured by the OSU-SIGMA by preservice physical education majors in eight weekly 40-minute sessions. Post-training data indicated that treatment group subjects improved on running, throwing, catching, jumping, and ladder climbing, while control group subjects showed no improvement between pre- and post-training measures. It is concluded that even inexperienced teachers with minimal instructional time can establish gains that exceed the usual rate of normal gross motor development through the use of a highly structured instructional program. Tables of pre- and post-test results are presented. (CB)

ED 285 865 SP 029 306

Standefer, Christine L.; And Others
Children's Socialization into Sport: A Replication.
PUB DATE- 17 Apr 87
NOTE- 12p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; *Children; *Family Influence; *Fathers; Intermediate Grades; Peer Influence; Significant Others; *Socialization

This investigation sought to replicate a previous study (Greendorfer and Lewko, 1978) on children's socialization into sport. It was hypothesized that family members, specifically fathers, were the most significant predictors of male and female sport participation, followed by the peer group and teachers, respectively. A Sport Interest Inventory was administered to 288 fourth- through sixth-graders to determine the influence of significant others (father, mother, brothers, sisters, peers, teachers, and coaches) on their level of sport participation. Findings from stepwise multiple regression analysis revealed that peers and fathers, respectively, were significant predictors for both males and females. This study report discusses the implications of these findings, which are in contrast with previous literature suggesting that the family is the primary agency of sport participation. (Author/CB)

ED 285 866 SP 029 308

Cool, Ray; And Others
Evaluating Master Teacher Performance: A Five-Year Longitudinal Study.
PUB DATE- 14 Apr 87
NOTE- 18p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment; Elementary Secondary Education; Followup Studies; *Master Teachers; *Physical Education Teachers; State Surveys; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *West Virginia University

A study examined the ability of master teachers to maintain the learning environment and those competencies by which they were awarded master teacher rating. The five subjects studied were physical education teachers who obtained their Master Teacher degree at West Virginia University during the 1982-83 school year and who had been evaluated for each of the next five years they remained employed as full-time teachers in the public schools of West Virginia. Subjects were evaluated with a student-teacher process behavior observation system. Results revealed a decline in both teacher competencies and in the learning environment, as inferred by student process behavior overtime. Examination of individual data showed that, after only two years, all but one subject failed to maintain master teacher competencies and appropriate student behavior levels. (Author/CB)

ED 285 867 SP 029 313

Soltis, Jonas F., Ed.
Reforming Teacher Education. The Impact of the Holmes Group Report. Special Issues from the "Teachers College Record."
REPORT NO.- ISBN-0-8077-2871-3
PUB DATE- 87
NOTE- 140p.
AVAILABLE FROM- Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Change Strategies; *Educational Change; Educational Policy; Educational Research; *Educational Trends; Elementary Secondary Education; Higher Education; Instructional Leadership; *Preservice Teacher Education; Teacher Attitudes; Teacher Role; Teaching Conditions
IDENTIFIERS- *Holmes Group Report

This book contains essays by leading educational experts reflecting on the Holmes Group report, "Tomorrow's Teachers," and its recommendations and implications for schooling. Titles and authors are: (1) "'Tomorrow's Teachers': The Essential Arguments of the Holmes Group Report" (Michael W. Sedlak); (2) "Teaching: International Concerns" (Philip G. Altbach); (3) "Will the Social Context Allow a Tomorrow for 'Tomorrow's Teachers'?" (Michael W. Apple); (4) "Reactions to 'Tomorrow's Teachers'" (Merle Borrowman); (5) "The Holmes Group Report: Standards, Hierarchies, and Management" (Sharon C. Conley and Samuel B. Bacharach); (6) "The Holmes Group Report: Why Reach Exceeds Grasp" (Larry Cuban); (7) "Schools for Tomorrow's Teachers" (Linda Darling-Hammond); (8) "Comments on 'Tomorrow's Teachers'" (Robert Dreeben); (9) "The Holmes Group Report and the Professionalization of Teaching" (Walter Feinberg); (10) "The Holmes Group Report: A Teacher's Perspective" (Mary Hatwood Futrell); (11) "Facing Our Ignorance" (Philip W. Jackson); (12) "Reflections of 'Tomorrow's Teachers'" (Bruce Joyce); (13) "Another View from Abroad" (Harry Judge); (14) "Teacher Leadership" (Ann Lieberman); (15) "Reforming Teacher Education, Rethinking Liberal Education" (Jane Roland Martin); (16) "'Tomorrow's Teachers' and Today's Schools" (Mary Anne Raywid); (17) "The Wrong Report at the Right Time" (Kevin Ryan); (18) "Tomorrow's Teachers" (Albert Shanker); (19) "The Holmes Group Report: Its Latent Political Agenda" (Alan R. Tom); and (20) "'Tomorrow's Teachers': Tomorrow's Work" (Karen Kepler Zumwalt). (CB)

ED 285 868 SP 029 361

Balch, Pamela M.; Balch, Patrick E.
The Cooperating Teacher. A Practical Approach for the Supervision of Student Teachers.
REPORT NO.- ISBN-0-8191-6425-9
PUB DATE- 87
NOTE- 279p.
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($11.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Cooperating Teachers; Educational Strategies; Higher Education; *Preservice Teacher Education; Student Teaching; *Supervisory Methods; *Teacher Evaluation; Teacher Responsibility; *Teacher Role

This book, addressed to college instructors of education and to cooperating teachers supervising student teachers, presents information describing methods and strategies for providing effective student teaching experiences. The chapters address: (1) decision making regarding the choice and responsibility of having a student teacher; (2) clinical supervision; (3) cooperating teacher responsibilities; (4) preparing for and surviving the first day with a student teacher; (5) planning with the student teacher; (6) becoming an effective observer; (7) conferencing techniques; (8) evaluating a student teacher; (9) establishing effective professional relationships; (10) special problems; (11) discipline and classroom management problems; (12) individualizing instruction to meet the needs of average and exceptional students; (13) legal issues; and (14) concluding perspectives on supervising a student teacher. Each chapter includes open-ended questions to encourage thought and stimulate interest. Realistic problem situations are also presented to enhance self-analysis, consider various evaluation strategies, and allow for debate and discussion. Each chapter also has a section suggesting ways to apply what the chapter has covered in the classroom. (CB)

ED 285 869 SP 029 362

Burstein, Nancy Davis
The Distribution of Student Teacher Time among Activities at the Elementary Level.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Higher Education; *Preservice Teacher Education; *Student Teachers; Student Teaching; *Teacher Behavior; *Teaching Conditions; *Time Factors (Learning); Time Management

This study examined how student teachers spent their time during student teaching and the structural conditions in the classroom that may have influenced these activities. Specifically, the nature of student teachers' activities was investigated relative to time spent in subject areas, grouping arrangements, and observing and teaching. Data collected from 10 student teachers, graduate students enrolled in a one-year post-baccalaureate teacher education multiple subjects credential program at an urban university in Southern California, indicated that classroom activities among student teachers varied considerably, even within a single teacher education program. Differences were found among student teachers in time spent in the transition from observing to teaching; time spent in individual, small group, and whole group instruction; and time spent in curricular areas. The transition of student teachers from observing to teaching, however, was similar in that teaching increased and observing decreased over time. (Author/CB)

ED 285 870 SP 029 364

Smith, Timothy H.; McGroarty, Daniel

The Relation of Career Preference and Gender to Attitudes Toward Change.

PUB DATE- Mar 87

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Adoption (Ideas); *College Students; *Comparative Analysis; Education Majors; Higher Education; Law Students; Medical Students; Nursing Education; *Professional Occupations; Sex Differences; *Student Attitudes

A study compared the attitudes toward change held by students preparing for careers as teachers, nurses, medical doctors, and lawyers. It was hypothesized that: (1) education majors are less likely to be open to change than other students; (2) education and nursing ("semi-professions") majors are less likely to be open to change than other students; and (3) there are no significant differences in males' and females' attitudes toward change. Fifty students in each of the four majors at New York area universities completed a profile in the Adjective Check List, involving 300 adjectives an adjectival and 37 attitudinal scales. Statistical analysis of responses indicated that education majors were more open to change than at least one other group on every significant dependent measure but two. "Semi-professional" students were more alike in their collective attitudes toward change and less open to change than were their counterparts. No significant differences were found between males' and females' attitudes toward change. (CB)

ED 285 871 SP 029 366

Stevens, Dannelle D.; Anderson, Linda M.
Classroom Socialization and Student Perceptions of Control.
PUB DATE- 87
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Individual Instruction; Individual Needs; Intermediate Grades; Self Concept; *Student Attitudes; Student Needs; *Teacher Behavior; *Teacher Student Relationship

A study addressed how teachers' practices influenced students' perceptions of control in social and academic domains and what teacher practices were related to student perceptions of control. To relate teacher practices to student perceptions of control this paper: (1) defines the concept of control and describes theoretical and empirical concepts that relate to it; (2) provides background on the relationship of control to other significant classroom outcomes; (3) describes the role of environments in control development; and (4) links the concept of control to the classroom environment. Data collected from 19 third- and fourth-grade teachers and their students included qualitative narrative records of each classroom and students' scores on various self-perception measures. Practices that appeared to result in more favorable classroom environments included: respect for and sensitivity to individual need and growth; predictability and teachers' structuring of information about the environment; and opportunities for students to practice self-regulation. (CB)

ED 285 872 SP 029 367

Angulo, Luis Miguel Villar
Diagnostic Evaluation of Teachers' Mental Processes.
PUB DATE- Apr 87
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). The preparation of this paper was sponsored in part by a grant from the Spanish-U.S. Joint Committee for Educational and Cultural Cooperation, Ministry of Exterior Affairs, Madrid.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Cognitive Processes; Elementary Secondary Education; Foreign Countries; Middle Schools; *Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; *Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- *Spain

This study investigated the problem of teacher thinking in interactive class teaching situations. A sample of 21 elementary and middle school teachers in Spain was studied through a multi-method triangulation involving observation, interviews, and daily journals. Verbal protocol from different sources led to the identification of 510 elements that summarized teachers' interactive actions. Detailed analysis of the elements is presented in this report of the study's two phases. The first phase analyzed ten element networks (motivation, creativity, use of ideas, use of resources, activity, practice, rigidity, directivity, socialization, and multidirectional communication) and application of four constructs to three teachers, of science, mathematics and language. The second phase involved descriptions of the constructs and reflections-in-action of three teachers in interactive teaching. (Author/CB)

ED 285 873 SP 029 368

Howard, James
Exemplary Schools, 1986. Report of the Private Elementary School Recognition Program.
Council for American Private Education, Washington, D.C.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Institutional Characteristics; Instructional Leadership; *Private Schools; Professional Autonomy; *School Effectiveness; Teacher Administrator Relationship; Teacher Effectiveness; Teacher Morale; Teamwork

An insightful overview of what makes schools effective is presented. The report is based on a study of 272 schools that have been recognized by the Department of Education as exemplary, with particular focus given to the 60 private elementary schools within this group. Themes and characteristics that are frequently mentioned include strong leadership, good teaching mixed with commitment and teamwork, high morale, self-reliance, and autonomy. Eligibility requirements and selection criteria are given. A list of the schools recognized in 1986 is also included. (CB)

ED 285 874 SP 029 370

Bolden, John H.
Getting Effective Results with Black Students: Strategies and Model Programs.
Florida State Univ., Tallahassee. Dept. of Educational Leadership.
PUB DATE- 87
NOTE- 266p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Black Students; *Cultural Awareness; Educational Resources; Elementary Secondary Education; Institutional Characteristics; *Instructional Effectiveness; *Models; School Districts; Teaching Methods

This report discusses the particular problems in the education of black children, focusing on: (1) understanding the societal and psycho-cultural perspective of blacks; (2) providing for excellence in the education of blacks through a conceptual framework; (3) programs that made a difference in the performance of black students; (4) implementation of effective classroom instruction; and (5) educational achievement of black students. A 39-citation bibliography cites resources dealing with the education of cultural minorities. Appendices present case studies of schools, model programs, and school districts that focus on the education of black students. (CB)

ED 285 875 SP 029 371

Janssens, Steven

A Description of Concerns of Beginning Teachers. The Results of a Qualitative Study with Some Methodological Considerations.

PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Discipline; *Educational Needs; Elementary School Teachers; Foreign Countries; Instructional Development; Interprofessional Relationship; Parent Teacher Cooperation; Primary Education; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- *Belgium

An explorative, qualitative study regarding the concerns of nine beginning primary school teachers in Belgium used a combination of two techniques--a log-book and interviews--to explore the types of concerns held by these teachers. Teachers' expressions of what concerned them were reformulated into prototype-sentences, built up from sentence-elements comprising the categories of social interactions with parents, principals, colleaques, and pupils; teaching; discipline; evaluation; lesson preparation; and lack of time. These categories accounted for more than 90 percent of all documented concerns. Teachers also expressed task-concerns, self-concerns, and pupil-concerns. (Author/CB)

ED 285 876 SP 029 535

Freeman, Howard; Meeker, Robert J.
National School Health Services Program Evaluation, 1981-1982 machine-readable data file .
California Univ., Los Angeles. Inst. for Social Science Research.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- EF000226; ICPSR-8302
PUB DATE- 82
NOTE- Documentation, including "User's Guide to Health Record Forms, September 1981," available from ICPSR, Box 1248, Ann Arbor, MI ($10.00).
GRANT- RWJF-8265
AVAILABLE FROM- Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 763-5010.

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Clinics; Counseling; Demonstration Programs; Diseases; Educational Background; *Elementary School Students; Elementary Secondary Education; Expenditures; Family Income; Health Education; Health Personnel; *Health Programs; *Health Services; Immunization Programs; Incidence; Injuries; *Medical Care Evaluation; Medical Case Histories; Medical Services; Nurse Practitioners; Nurses Aides; Organizational Communication; Parents; Physical Examinations; Physicians; Practicum Supervision; *Primary Health Care; Program Evaluation; Race; Referral; Sampling; *School Health Services; School Nurses; School Surveys; *Secondary School Students; Sex; Student Problems; Teachers
IDENTIFIERS- *National School Health Services Program

The National School Health Services Program Evaluation machine-readable data files (MRDF) are the result of a series of surveys conducted during the 1979-1980, 1980-1981, and 1981-1982 school years. The purpose of these surveys was to evaluate a demonstration health service program sponsored by the Robert Wood Johnson Foundation. The principal objective of this program was to make primary health care services more accessible to school-aged children, especially to those who have unmet health care needs. These files document the nature and scope of a wide range of health services provided by nurse practitioners, school health nurses, physicians, and health aides. The information includes: (1) records of communication between educators, health professionals, and parents; (2) the type, severity, and disposition of problems treated at schools (including referrals and the types of health care professionals involved); (3) nurse practitioners' findings from medical histories and physical examinations of students; and (4) data on individual health care episodes at the school, including unresolved problems. Data are supplied for school health programs at a total of 30 schools at six sites: (1) Commerce City, Colorado; (2) Craig, Colorado; (3) Newburgh, New York; (4) Kidder, North Dakota; (5) Rollette, North Dakota; and (6) Tooele, Utah. Information supplied by a survey of parents of children in participating schools includes data on health care sources and expenses for the child, plus data on specific medical problems and treatment. Basic demographic characteristics such as sex and race of the child, parent's educational background, and family income are also provided. A total of nine files were developed from the communications form, the health aide forms, the history and the physical forms, the parent questionnaires, the episode problems, the practitioner forms, the episode visits, and the link file. The data include such variables as: birth dates, ethnicity, health care expenses, health problems, illnesses, injuries, medical appointment delays, medical diagnoses, medical expenses, office visits (length and disposition), physical abnormalities, physical examinations, sicknesses, transportation time, and waiting periods. POPULATION: elementary school students (18,142) participating in the National School Health Services demonstration program. TYPE OF SURVEY: Sample survey. RESPONDENTS: Nurse practitioners, parents, physicians, school health aides, and school health nurses. METHODOLOGY: A series of multi-part forms were sent to 30 selected schools, were completed by designated persons regarding specific school health services and practices, and were mailed back. FREQUENCY OF SURVEY: Once. YEAR OF FIRST DATA. 1979. (WTB)

ED 285 877 TM 870 137

Tiffany, Jeanne; Tollefson, Nona
The Parenting Questionnaire: An Inventory for Assessing Outcomes of Adlerian Parent Groups.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Attitude Change; *Attitude Measures; *Child Responsibility; Higher Education; *Parent Attitudes; Parent Child Relationship; *Parent Education; Parenting Skills; Pretesting; Program Effectiveness; Sex Differences; Test Reliability; Test Validity
IDENTIFIERS- Adlerian Psychology; *Dreikurs (Rudolf); *Parenting Questionnaire; STEP Program

This study field tests and evaluates the Parenting Questionnaire, an instrument designed to assess parental attitudes and behavior, based on the child-raising theories of Dreikurs and Dinkmeyer and the Adlerian model for parent study groups. Dreikurs and Adler stress the purposive nature of children's behavior or misbehavior, and teach parents to develop responsibility in their children by using natural and logical consequences rather than parent intervention or punishment. The STEP (Systematic Training for Effective Parenting) Program, which uses reading, group discussion, homework exercises, and role playing, is followed. Three field tests of the experimental form of the Parenting Questionnaire were administered to (1) Sample I--a group of 24 upper-level undergraduate students at a large midwestern university; (2) Sample II--11 mothers enrolled in a parent group based on Dinkmeyer's STEP program; and (3) Sample III--84 parents of third graders in 16 elementary schools in a moderate-sized, middle-class community. The field tests suggested that: (1) the inventory did not measure socially desirable attitudes toward child raising, supporting its validity; (2) the instrument differentiated between parents-in-general and mothers participating in an Adlerian parent group; and (3) the inventory did not yield significantly different mean scores for mothers and fathers. Reliability of the attitude and behavior scales were .76 and .73, respectively. It was concluded that the Parenting Questionnaire would be valuable for elementary school counselors in evaluating the effectiveness of Adlerian parent education groups. (JGL)

ED 285 878 TM 870 258

Hadley, Marilyn; Vitale, Patrick
Evaluating Student Achievement.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; College Entrance Examinations; Evaluation Methods; *Evaluation Problems; *Grade Inflation; *Grading; Graduation Requirements; Higher Education; High Schools; Measurement Objectives; Standardized Tests; *Student Evaluation; Student Promotion
IDENTIFIERS- Scholastic Aptitude Test; Test Score Decline

The validity of grades in higher education as a measure of what a student has actually learned has been a concern to both the public and academicians for over three decades. This was one of several issues discussed in a report by the National Institute of Education Study Group on Conditions of Excellence in American Higher Education. Furthermore, the problem has been complicated by grade inflation since the 1960s. As a result of this vagueness in the meaning of college grades, states have become more involved in college student assessment, especially through the use of standardized tests. It is recommended that: (1) colleges and universities continue to monitor grade inflation; (2) colleges consider changing from a five-point to a 13-point grading scale; (3) colleges consider the use of criterion-referenced grading rather than norm-referenced grading; (4) state agencies involve university and college faculty in studying and adopting changes; (5) standardized tests be developed at the state or local level, since the United States does not have a national curriculum; and (6) an instructional model be used to assess students before college entry, during the undergraduate program, and at graduation. (JGL)

ED 285 879 TM 870 398

Harkness, Suzanne C.
Hightstown High School : New Jersey State Assessment Program, College Basic Skills Placement Test Results, 1985.
East Windsor Regional School District, NJ.
PUB DATE- May 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Rank; College Attendance; College Entrance Examinations; English Curriculum; *Equivalency Tests; *Graduate Surveys; Higher Education; High Schools; Mathematics Tests; *Minimum Competency Testing; School Surveys; Scores; Secondary School Mathematics; Self Evaluation (Individuals); State Surveys; *Student Placement; Two Year Colleges; Undergraduate Students; Verbal Tests; Writing Evaluation
IDENTIFIERS- *East Windsor Regional School District NJ; New Jersey; *New Jersey College Basic Skills Placement Test; Scholastic Aptitude Test

One hundred and three students from the 1985 graduating class of Hightstown (New Jersey) High School took New Jersey's College Basic Skills Placement Test (CBSPT) after entering two-year and four-year colleges in New Jersey. The 103, who represented the entire distribution of class ranks, rated themselves fairly accurately on their abilities in mathematics and written expression. In this group, 60% had taken four years of high school mathematics; 97% had taken four years of English. Thirty-three percent achieved state-mandated proficiency on the verbal subtests of the CBSPT, 51% on mathematics computation, and 26% on elementary algebra. In each category, proficiency was positively correlated with class rank.

The average Scholastic Aptitude Test (SAT) score, among those who took the SAT, was 488 in mathematics and 436 in verbal. Fifty-three percent of the students were attending two-year colleges, and 47% were at four-year colleges. Both SAT scores and class rank were found to be higher among those attending four-year colleges. Furthermore, all three scales--class rank, SAT scores and CBSPT proficiencies--were positively intercorrelated. (JGL)

ED 285 880 TM 870 409

Hall, Janie L.
District Testing Report, 1984-1985.
Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.
PUB DATE- Jun 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Local Norms; *Mathematics Tests; National Norms; *Norm Referenced Tests; *Reading Tests; School Districts; Scores; *Test Results
IDENTIFIERS- California Achievement Tests; Diagnostic Mathematics Inventory; Normal Curve Equivalent Scores; *Oklahoma City Public Schools; Prescriptive Reading Inventory

The California Achievement Test was given each Spring, 1981-1985, to all students in grades kindergarten through 11 in the Oklahoma City Public Schools. The results in reading and mathematics were interpreted in relation to: (1) national norms and point-in-time scores; (2) local students in the same grade in previous years; and (3) gain (or loss), among the same students, from one year to the next. Criterion-referenced reading and mathematics inventories were also administered in some of the grades to identify areas of strength and weakness. The overall trend for point-in-time scores was upward at most grade levels in both reading and mathematics, particularly in mathematics and after 1983-84 when the district instituted several new policies with specific achievement goals. For 1984-85 the median percentiles, compared to the national medians, were 48 for reading and 54 for mathematics. The percentage of students scoring at or above the national 50th percentiles in 1984-85 also increased from 48 to 49 percent in reading and from 52 to 55 percent in mathematics. In terms of normal curve equivalent score (NCE) gain, 1984-85 scores were lower than the previous year;

nevertheless, over half the group showed progress equal to or greater than the national norm. (JGL)

ED 285 881 TM 870 426

Wallace, Michael B.
Success in Reading and Writing. School Year 1985-86. Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Jan 87
NOTE- 126p.; For the 1982-83 edition, see ED 254 825; Appendix D has been removed because it contains copyrighted material.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; Attitude Measures; Elementary Education; English Curriculum; Evaluation Methods; Grade Repetition; *Language Experience Approach; *Participant Satisfaction; Preschool Education; Reading Achievement; *Reading Attitudes; *Reading Programs; Student Promotion; Writing Evaluation; *Writing Instruction
IDENTIFIERS- District of Columbia Public Schools; Levels of Use Scale (Hall and Louck); *Success in Reading and Writing Program
The Success in Reading and Writing Program used in the District of Columbia Public Schools in 1985-86 is described and evaluated. The program, used in pre-kindergarten through sixth grade, employed a variety of materials, as well as the students' own writing. Instruction lasted approximately 2.5 hours each school day. The program connected reading and writing skills, giving the students practice in factual and creative writing, spelling, editing and proofreading. It sought also to improve attitudes toward reading, writing, and school in general. This evaluation report discusses the methodology and results for ten objectives: (1) reading achievement; (2) language achievement; (3) writing achievement; (4) attitude toward reading; (5) promotion and retention rates; (6) reading achievement (longitudinal) of fourth grade students in the program at least two prior consecutive years; (7) language achievement (longitudinal) of fourth grade students in the program at least two prior consecutive years; (8) student satisfaction; (9) teacher satisfaction; and (10) principal satisfaction. The appendices include lesson plans used in the program; teacher, student, and principal questionnaires; an observation checklist; and interviewing techniques used in the evaluation. The results were positive, however, not all gains could be directly attributable to this program since other methods were also used. (JGL)

ED 285 882 TM 870 435

Pfeifer, R. Scott
Variations on a Theme: An Analysis of Peer Involvement in Teacher Evaluation.
PUB DATE- Apr 87
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary School Teachers; Elementary Secondary Education; *Evaluation Problems; Evaluators; *Interprofessional Relationship; Participant Satisfaction; *Peer Evaluation; *Peer Relationship; Program Descriptions; School Districts; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Improvement; Teacher Role; Teacher Supervision
IDENTIFIERS- Teacher Development Programs

Using a qualitative approach, documents were reviewed and teachers, peer evaluators, instructional supervisors, and administrators were interviewed in order to evaluate the effectiveness of peer evaluation programs in three school districts. Specifically, this study examines peer involvement in the summative evaluation of teachers in three school districts: Sunnyside School District (California); Oceanview School District (New York); and Midtown Public Schools, an urban system in a large, midwestern city. The districts differed in size, socioeconomic status and length of involvement with a peer evaluation program, but all three gave high ratings to their own peer evaluation program. While one district used peer evaluation only at the secondary level, another focused on teacher remediation. The third district had a mandatory Teacher Development Program including a model career ladder, and peer evaluation for all new teachers. Three themes emerged as critically important in all three districts: professional involvement; collegial relationships; and blending of bureaucratic and professional authority. It was concluded that: (1) teacher involvement was beneficial in securing teacher commitment and in maximizing both teacher observation time and sources of expertise within a district; (2) decisions about the extent and form of peer evaluation should be made at the school district level; (3) teachers can be very effective peer evaluators, despite feelings of role conflict; and (4) combining teachers' and administrators' authority can provide checks and balances to the evaluation procedure and improve the validity of the results. (JGL)

ED 285 883 TM 870 452

Federal Statistics. A Special Report on the Statistical Programs and Activities of the United States Government, Fiscal Year 1987.
Office of Management and Budget, Washington, D.C. Statistical Policy Div.
PUB DATE- Aug 86
NOTE- 83p.; For a related document, see TM 870 453.
AVAILABLE FROM- National Technical Information Service, Document Sales, 5285 Port Royal Road, Springfield, VA 22161 (PB No. 86-229234).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Corporate Support; *Cost Estimates; *Data Collection; Federal Government; *Federal Programs; International Law; International Trade; Private Financial Support; *Program Budgeting; Program Costs; Program Descriptions; *Public Agencies; Research Opportunities; *Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Federal Agencies; Imports; Office of Management and Budget

This report on the statistical programs and activities of the Federal Government covers some 70 Federal agencies or separate departmental units budgeting at least $500,000 in any of fiscal years 1985-87. The budgets of agencies whose sole mission is statistical represent less than half the $1.6 billion that the Federal Government will spend on statistics in 1987. Chapter 1 presents a table of Federal agencies' obligations for statistical activities in 1985, 1986, and 1987, and tables of budget trends 1978-87 in current dollars and constant dollars. Current developments in statistics on natural resources and environment, the economy, and demographic and social areas are considered.

Results are presented from an Office of Management and Budget study of response rates in business surveys conducted by Federal agencies. The redesign of the National Health Interview Survey is also described. The flow of funding is charted, and chapter 2 reports on the role of the private sector in Federal statistics. Chapter 3 (by Ron Heller, U.S. International Trade Commission) describes a new customs classification, the Harmonized Commodity Description and Coding System, and an associated statistical classification, the Standard International Trade Classification, Revision 3. (Author/LPG)

ED 285 884   TM 870 453

Federal Statistics. A Special Report on the Statistical Programs and Activities of the United States Government, Fiscal Year 1986.
Office of Management and Budget, Washington, D.C. Statistical Policy Div.
PUB DATE- Jun 85
NOTE- 62p.; For a related document, see TM 870 452.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Estimates; *Data Collection; *Federal Government; Federal Programs; Federal State Relationship; Financial Support; *Program Budgeting; Program Costs; Program Descriptions; *Public Agencies; Research Opportunities; *Statistical Data; Tables (Data)
IDENTIFIERS- *Federal Agencies; Office of Management and Budget

The Federal Government will spend an estimated $1.5 billion in fiscal year 1986 for the production and publication of statistical data. This estimate represents the expected obligations for statistical activities of over 70 agencies or departmental units reporting outlays of at least $500,000 for such activities in their budgets for any of fiscal years 1984-1986. For some agencies, their sole mission is to compile and publish statistics, but for most, statistical work is part of or supports other programmatic missions. The first section contains tables showing obligations for statistics (1984, 1985, 1986) for agencies under the 13 cabinet departments and for 10 independent agencies. A short paragraph describes the statistical activities of each agency and any changes in program direction. The second section describes major developments and shows expenditures in three subject groupings: (1) natural resources and environment (28% share); (2) economy (35%); and (3) demographic and social (32%). The third section reports on funding of Federal statistical activities, charting the flow of funds between agencies, between the Federal Government and states and localities, and between Federal Government agencies and the private sector. Appendices show current-dollar statistical budgets by agency and a constant-dollar index by department for 1977-86. (LPG)

ED 285 885 TM 870 460

Schneider, Wolfgang; And Others
The Knowledge Base and Memory Performance: A Comparison of Academically Successful and Unsuccessful Learners. Paper 5/1987.
Max-Planck-Inst. for Psychological Research, Munich (West Germany).
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Elementary Education; Foreign Countries; *Intelligence Differences; *Knowledge Level; Learning Readiness; *Learning Theories; *Memory; Metacognition; Reading Comprehension; Recall (Psychology); Recognition (Psychology); Soccer
IDENTIFIERS- *Expert Novice Paradigm; West Germany (Heidelberg)

The expert-novice paradigm, which demonstrates the outstanding role of domain-specific knowledge in explaining differences in memory behavior and performance, was examined. Two studies are described which compared memory performance of groups equivalent with regard to domain-specific knowledge but differing in intellectual ability. The hypothesis was that comparing good and poor learners with equivalent domain-specific knowledge should provide the base for evaluating the importance of access--the spontaneous and strategic use of potentially available information in order to understand and learn. Both studies dealt with West German third-, fifth-, and seventh-grade soccer experts' and novices' memory and comprehension of a story dealing with a soccer game. Several measures of memory performance, memory monitoring, and text comprehension were used. As a main result of both studies, no significant differences between good learner and poor learner experts were detected, regardless of age. Furthermore, poor learner experts outperformed good learners novices in all memory and comprehension measures. All in all, the findings of the two studies supported the conclusion that the contents of the knowledge base and not access in the sense of strategic use of information determined the extent to which text information is memorized and understood. (Author/GDC)

ED 285 886 TM 870 461

Engelhard, George, Jr.
The Use of Opportunity To Learn To Obtain Curriculum-Based Estimates of Student Achievement.
PUB DATE- Apr 87
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Individual Testing; *Mathematics Achievement; Mathematics Tests; Maximum Likelihood Statistics; National Surveys; Scoring; Secondary Education; *Secondary School Mathematics; Test Bias; *Test Validity
IDENTIFIERS- *Curriculum Related Testing; Second International Mathematics Study

A method for obtaining curriculum-based estimates of student achievement is described. These estimates can be obtained through the use of a set of curriculum weights designed to reflect student opportunity to learn. If the match between the presented curriculum and test content is low, then the curriculum weights can be used to minimize potential curriculum bias which may occur when the students have not had an opportunity to learn the objectives measured by the test items. A small example and application of the curriculum-based estimates using a 40-item arithmetic test from the Second International Mathematics Study was used to illustrate the method. Posttest data from 2,606 eighth and twelfth grade students in 165 U.S. classrooms were included in the final sample. It is concluded that curriculum-based estimates offer a practicable approach for individualized scoring based on content considerations. (Author/GDC)

ED 285 887 TM 870 463

May, Carolyn S.
The Operationalization of the Needs-Press Model: A Critique.

PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For a related document, see ED 003 681.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Attitude Measures; *Educational Environment; Elementary Schools; Elementary Secondary Education; *Factor Structure; *Institutional Environment; Models; *Organizational Climate; Secondary Schools; Self Evaluation (Groups); Teacher Attitudes; Test Reliability; Validity
IDENTIFIERS- Needs Press Model; *Organizational Climate Index; *Stern Activities Index

The needs-press model, as operationalized by the Stern Activities Index (AI) and the Organizational Climate Index (OCI), was examined for its usefulness in evaluating and measuring organizational climate in a school setting. According to the model, needs represents personality and press represents the environment. This research was designed to replicate a previous study by Steinhoff (1965) which isolated six first-order factors and two higher-order factors on the OCI. Twelve first-order factors and four second-order factors were also available for the AI. The respondents included 331 public school teachers and administrators from an urban school system; 171 were administered the AI and 160 were administered the OCI. AI reliability was .62 to .91, and OCI reliability was .61 to .89. Results of the various one-way analyses of variance indicated that the AI discriminated between groups; the OCI did not. Factor analysis performed on the OCI data and the combined AI and OCI data did not confirm the factors reported in Steinhoff's study. Refinement of the OCI was suggested along with further research involving interaction of the needs and press components. (Author/GDC)

ED 285 888 TM 870 464

Elementary School Achievement Profiles, Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data. School Year 1985-86.

Portland Public Schools, OR. Dept. of Research, Evaluation, and Testing.

PUB DATE- Aug 86

NOTE- 184p.; For an earlier edition, see ED 254 548. Printed on colored paper. Tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Basic Skills; Elementary Education; Enrollment; Language Tests; Language Usage; *Local Norms; Mathematics Achievement; Mathematics Tests; Reading Achievement; Reading Tests; *School Statistics; Scores; Test Interpretation

IDENTIFIERS- *Portland Basic Skills Achievement Levels Testing; *Portland School District OR

This report contains Portland Achievement Levels Tests results for the 63 elementary schools, 16 middle schools, and 1 special program school in the Portland (Oregon) School District for the 1985-86 school year. Results in reading, language usage, and mathematics are reported for children in grades 3 to 8. Each school data page presents the following information: (1) physical facility; (2) breakdown of full- and part-time personnel; (3) student enrollment by grade (PK-8); (4) student attendance and stability; (5) students in special programs; (6) administrative transfer students; and (7) the distribution of grade and composite test scores. The distribution of fall 1985 composite test scores is constructed from the Portland standard scores of reading, language usage, and mathematics for all students tested in grades 3 to 8. For each school, the graph shows the percentage of students with total composite scores in each of the five groupings from low to high. Most schools have a majority of students with average basic skills achievement levels; the pattern of high or low achievers can signal the need for special support of these groups. Bar graphs compare fall and spring achievement (on a Rasch unit scale) with district norms (1980-81) for each of the three subject areas by grade. (LPG)

ED 285 889 TM 870 465

Broadbooks, Wendy J.
Evaluation Services from Needs Assessment to Follow-up: A Case Study.
Anderson (Arthur) and Co., St. Charles, IL.
PUB DATE- Oct 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Case Studies; Computer Assisted Testing; Computer Managed Instruction; Formative Evaluation; Independent Study; Job Analysis; *Job Training; *Needs Assessment; Postsecondary Education; *Professional Training; Program Development; *Program Evaluation; Summative Evaluation; Test Construction; *Training Objectives
IDENTIFIERS- *Arthur Andersen and Company

This paper describes the nature and scope of evaluation services provided within the training division of Arthur Andersen & Company, and highlights some of the evaluation results. The cycle of assessment began with a needs assessment study at the curriculum level. Curriculum planning was undertaken for first-year trainees in the Tax Division. A task force identified needed skills, which were validated in a survey of 360 people. An instructional design team developed topic descriptions, grouped them into workable course units, and supervised curriculum development of self-study courses with computer-managed instruction and testing. Pretests and posttests were constructed from an item pool which was revised on the basis of test item data from 750 participants; mastery levels were designated. Both the self-study course and the instructor-led school were evaluated, prior to releasing the courses to the field, by interviews, questionnaires, instructor feedback, and observation. A schedule of maintenance evaluation was put in place. A follow-up evaluation surveyed 180 seniors and 180 professional staff in 28 geographically representative U.S. offices, and five on-site interviews were conducted. In general, the new curriculum was successful in meeting skill needs identified by the curriculum study. (Author/LPG)

ED 285 890 TM 870 467

Novak, John M.
The Invitational Imagination for Theory, Research, and Practice.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Objectives; *Creative Thinking; Discovery Processes; Educational Attitudes; Educational Innovation; Educational Methods; *Educational Philosophy; Educational Research; *Heuristics; Humanization; *Imagination; Inquiry; Models; *Progressive Education; Quality of Life; *Research Needs; Social Problems
IDENTIFIERS- *Invitational Education; Optimism

This paper argues that just as imagination has been important for the inception and promotion of invitational education, it is also necessary for the development of inviting research strategies. Applying the educative process to the study of inviting, recommendations are made for relating the constituent parts of the inviting stance (optimism, respect, trust, and intentionality) and factors (people, places, policies, and programs) to construct an imaginative research structure. Next, a heuristic analysis of the inviting process is presented in a series of imaginative monologues as they might be delivered by the theorists Edward de Bono, Donald Schon, and Abraham Edel. The analysis from de Bono's perspective generates questions based on his "six hat thinking" model, finally emphasizing the role of optimism, emotion, and intuition in invitational education and the need to promote creative and reflective thinking. A critique in the manner of Schon shows vacillation in invitational education between technical rationality and an epistemology of practice, and an ambiguity between a salesmanship stance and true mutuality. Edel's work is used to connect invitational education with several larger social issues: global perspective, equality, democratization, responsible technology, competition, community, and humanism. The final section of the paper suggests a metaphor, model and method for integrating theory, research, and practice. (Author/LPG)

Ackerman, Terry A.
A Comparison Study of the Unidimensional IRT Estimation of Compensatory and Noncompensatory Multidimensional Item Response Data.
American Coll. Testing Program, Iowa City, Iowa.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
CONTRACT- N00014-85-C-0241; NR153-531
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ability; Computer Simulation; *Difficulty Level; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Test Items
IDENTIFIERS- BILOG Computer Program; LOGIST Computer Program; *Unidimensionality (Tests)

Concern has been expressed over the item response theory (IRT) assumption that a person's ability can be estimated in a unidimensional latent space. To examine whether or not the response to an item requires only a single latent ability, unidimensional ability estimates were compared for data generated from the multidimensional item response theory (MIRT) compensatory and noncompensatory models. It was hypothesized that as the correlation between the two dimensional abilities increased, the response data would essentially become unidimensional and thus the confounding of difficulty and dimensionality would have little effect in either model. This study examined the unidimensional estimates of matched compensatory and noncompensatory data in which difficulty was confounded with dimensionality for different levels of correlation between two dimensional abilities. Eight data sets, four compensatory, and four noncompensatory, were generated. Each set was calibrated using the IRT calibration programs LOGIST and BILOG. BILOG calibration of response vectors generated to the matched MIRT item parameters appeared to be more affected than LOGIST by the confounding of difficulty and dimensionality. As the correlation between the generated two dimensional abilities increased, the response data appeared to become more unidimensional. Six figures are included. (Author/MDE)

ED 285 892 TM 870 469

Sapp, Gary L.; And Others
A Comparison of the K-ABC and WISC-R: A Validity Study.
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists, (Las Vegas, NV, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Comparative Testing; *Concurrent Validity; Correlation; Elementary Education; Exceptional Persons; *Intelligence Tests; *Test Validity
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Wechsler Intelligence Scale for Children (Revised)

The concurrent validity of the Kaufman Assessment Battery for Children (K-ABC) was examined by comparing K-ABC scores and Weschler Intelligence Scale for Children--Revised (WISC-R) scores for 58 school children in primary and intermediate grades. Thirty-seven of these children had either educable mental retardation, learning disabilities, or emotional disturbances; six were gifted. To determine if these scores were related or significantly different, t-tests, Pearson r correlations, a canonical correlation, and regression equations were computed. Results indicated that mean scores of the scales of both the WISC-R and the K-ABC did not differ significantly. Also, significant correlations were obtained since all scales were highly interrelated. Separate K-ABC achievement subscale scores were also correlated with the K-ABC's mental processing composite subscale score. These outcomes suggested that the K-ABC possesses high concurrent validity when compared with the WISC-R. However, it may be premature to assume that the K-ABC is an adequate substitute. (Author/GDC)

ED 285 893 TM 870 470

Baker, Eva L.
Evaluation Approaches to Intelligent Computer-Assisted Instruction. Testing Study Group: The Impact of Advances in Artificial Intelligence on Test Development.
California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 18p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; Courseware; Criterion Referenced Tests; *Evaluation Methods; Evaluation Problems; Evaluators; *Formative Evaluation; Measurement Objectives; Program Development; Program Evaluation; *Summative Evaluation
IDENTIFIERS- *Domain Referenced Tests; *Intelligent CAI Systems

Some special problems associated with evaluating intelligent computer-assisted instruction (ICAI) programs are addressed. This paper intends to describe alternative approaches to the assessment and improvement of such applications and to provide examples of efforts undertaken and shortfalls. Issues discussed stem chiefly from the technical demands of the artificial intelligence field, which have tended to limit most evaluation efforts to first-party evaluation by project staff. ICAI evaluation should make use of a range of formative (e.g., componential analysis) and summative (e.g., cost analysis) evaluation methods with multiple criterion measures. Standardized tests have not proved sensitive enough in this area; domain-referenced tests are especially well suited to ICAI, because their success depends on experts' care in constructing detailed specifications of the knowledge domain. Individual differences in students' intelligence, cognitive styles, and state anxiety should also be considered. As evaluators sharpen their goals, they will be able to select the most relevant data to collect, and present useful instructional options. Special recommendations for ICAI evaluation include: (1) developing an expectation of evaluation; (2) rewarding evaluation participation; (3) increasing credibility of the evaluating team by encouraging expert participation; (4) adapting evaluation to specific features of ICAI development; (5) performing componential analysis of software under development; and (6) maintaining both a responsible and responsive approach. (LPG)

ED 285 894 TM 870 471

Herman, Joan
Evaluation for School Improvement: Try-out of a Comprehensive School Based Model. Project: Multilevel Evaluation Systems.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 20p.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Databases; *Data Collection; *Educational Assessment; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; Formative Evaluation; *Information Needs; Institutional Evaluation; Intermediate Grades; Measurement Objectives; Models; Principals; *School Districts; *Self Evaluation (Groups); Student Characteristics; Superintendents; Teacher Attitudes; User Satisfaction (Information)
IDENTIFIERS- *Multilevel Evaluation Systems Project; University of Pennsylvania School Council

The Multilevel Evaluation Systems project was field tested in grades 4 and 5 classrooms in five districts of the University of Pennsylvania's School Council. Multilevel evaluation coordinates multiple sources of information (about student characteristics, school context, school and instructional processes, and a range of student outcomes) with multiple reporting targets (students, classes, schools, school boards, districts, state and federal government) to facilitate data-based decision-making at all levels. The field study attempted to set up user-based data collection by first identifying needs and concerns common across groups as well as concerns unique to each district. The core database included variables addressing: (1) background information about students; (2) information on student outcomes, both academic and affective; (3) classroom processes; and (4) school content including parent involvement. The types of reports desired by district superintendents, school principals, and teachers were compared. District leaders and principals favored analysis of trends over time, whereas teachers wanted a detailed breakdown of student characteristics and current achievement. All groups preferred that a one-page synthesis of data be designed to meet their particular needs. Steps for insuring quality control in data collection and for providing support in data interpretation and use were recommended. (LPG)

ED 285 895 TM 870 474

Yap, Kim Onn
Improving Chapter 1 through Parents: A Family Goal Program.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Childhood Attitudes; *Compensatory Education; Elementary Education; Home Study; Improvement Programs; Longitudinal Studies; Parent Attitudes; *Parent Participation; *Parent School Relationship; *Reading Achievement; *Reading Attitudes
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

The impact of a parent-school partnership program on elementary school children's reading achievement and attitudes is being evaluated over five years. The program involves the parents in children's reading activities and allows them to influence their children's attitudes toward school achievement. Participating parents agree to support seven family goals to enhance reading and to keep a log of activities and progress. In six experimental and six comparison schools, reading achievement gains were assessed using the Metropolitan Achievement Test, the family log, a reading inventory, and a parent survey. Achievement gains were above national averages in all schools, with experimental schools slightly favored. Parents in both groups reported similar patterns of helping their children and similar perceptions of improved attitudes on the childrens' part. Over half the students said they liked to read; a fifth felt stories they read in school were too long or difficult. Strong positive correlations were found between improved reading, setting aside a specific time for study, and parental help with homework. Most of the parents (76%) considered the program to be a happy one; only about half felt it was easy. (MGD)

ED 285 896 TM 870 475

Barley, William D.; And Others
Rorschach Form Quality in Two Editions of Exner's Comprehensive System.
PUB DATE- 22 Aug 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Diagnostic Tests; Evaluation Criteria; Patients; *Projective Measures; *Psychological Evaluation; *Response Style (Tests); Schizophrenia; *Scoring; Testing Problems; *Test Interpretation; Test Norms
IDENTIFIERS- *Exners Comprehensive System; *Rorschach Test

Form level is a major element in the scoring and interpretation of Rorschach responses. Exner's 1974 text and 1976 comprehensive system workbook provided helpful norms and scoring conventions for determining form quality, but its 1985 revision appeared to lead to generally lower levels of form quality. To examine this clinical impression, the Rorschachs of 45 adult psychiatric inpatients were scored using both original and revised norms and conventions. Statistical comparisons revealed that the newer procedures resulted in significantly lower form quality. These findings are highly relevant to clinical practice and suggest the need for further, comprehensive investigation. (Author/GDC)

ED 285 897 TM 870 476

Texas Nutrition Education and Training Program, October 1984 through September 1985. Final Evaluation Report.
Texas State Dept. of Human Services, Austin.

PUB DATE- Apr 86
NOTE- 230p.; Prepared by the Research and Demonstration Division for the Food Service Division.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; Behavior Change; Day Care Centers; Early Childhood Education; *Eating Habits; *Food Service; Inservice Education; *Knowledge Level; *Nutrition Instruction; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; Workshops
IDENTIFIERS- *Nutrition Education and Training Program; *Texas

Six studies were conducted to detect changes in nutrition-related knowledge, attitudes, and behaviors of educators and food service personnel in schools and child care facilities participating in the Texas Nutrition Education and Training Program. The KABINS model was used to identify indicators of program effectiveness, assuming that changes in knowledge lead to changes in attitudes that result in altered behaviors, and ultimately result in improved nutritional status. Results showed that single, four to eight hour workshops were effective in changing participants' knowledge and attitudes but had minimal effects on their nutrition education and menu planning practices. Efforts to publicize availability of the program's lending library collection were successful in doubling its use. Materials distributed through the program were used at rates that matched the program's goals. Two areas were identified as strategic targets for program improvement: intensifying efforts to help child care personnel plan better menus and increasing support for nutrition education in public schools. Extensive appendices include an evaluation of workshops; survey of workshop participants versus nonparticipants; effects of training on day care center menus; reasons for nonparticipation in workshops; use of the lending library collection; and use of training materials. (GDC)

ED 285 898 TM 870 477

Shainline, Michael
Effective Teaching Training. Program Evaluation Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Aug 86
NOTE- 37p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Elementary Secondary Education; *Inservice Teacher Education; Knowledge Level; *Participant Satisfaction; Program Effectiveness; Program Evaluation; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Improvement; *Teacher Workshops; Teaching Methods; Teaching Skills
IDENTIFIERS- Albuquerque Public Schools NM

Four hundred twenty-six elementary, middle and high school teachers from the Albuquerque (New Mexico) Public Schools participated in a four-day staff development program in Effective Teaching Training, in January, 1986. This report evaluates that program in terms of: (1) effectiveness of staff development as defined in current research; (2) participants' satisfaction regarding content and presentation; (3) participants' evaluation of their level of awareness and application of teaching concepts before and after training; and (4) participants' attitudes toward themselves, teaching, students, and staff development. Data were collected in pre- and post-training questionnaires and interviews. The program appeared to satisfy most of the criteria of effective teaching defined by current research--it followed the prescribed sequence of instruction, was conducted by the school district, was held at convenient times, and was an ongoing effort. Overall, teachers indicated strong approval of the content and presentation of the program and showed greatly increased levels of awareness for all concepts presented. On attitude, only two of the 30 specific questions showed significant change following the program, but overall attitudes improved on all questions, and all attitudes were found to be relatively positive before the training. (Appendices include: Workshop Evaluation Form; Level of Awareness of "Effective Teaching Training" Concepts questionnaire; and Teacher Attitude Survey.) (JGL)

ED 285 899 TM 870 479

Falkenhainer, Brian
Towards a General-Purpose Belief Maintenance System.
Illinois Univ., Urbana. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- UILU-ENG-87-1717; UIUCDCS-R-87-1329
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Workshop on Uncertainty and Probability in Artificial Intelligence (2nd, Philadelphia, PA, August, 1986).
CONTRACT- N00014-85-K-0559
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Artificial Intelligence; *Beliefs; Computer Science; Computer Simulation; *Computer Software; Deduction; *Expert Systems; Logical Thinking; Mathematical Models; *Probability
IDENTIFIERS- Analogical Reasoning; *Belief Maintenance Systems; Truth Maintenance Systems

This paper addresses the problem of probabilistic reasoning as it applies to Truth Maintenance Systems (TMS). A computer-based Belief Maintenance System (BMS) has been constructed which manages a current set of probabilistic beliefs in much the same way that a TMS manages a set of true/false beliefs. It may be thought of as a generalization of a TMS. It enables one to reason using normal two- or three-valued logic or using probabilistic values to represent partial belief. The basic design of the BMS includes three components: (1) conceptual control structure; (2) user hooks to the knowledge base; and (3) an uncertainty calculus. The uncertainty calculus incorporates frames of discernment based on the Dempster-Shafer theory of evidence, but the system could be adapted to other uncertainty models such as Bayesian decision theory. The structure of support links is described along with the control structure which can modify these links. A particular challenge for control structures is the interpretation of circular evidence. Examples of frames of discernment and a probabilistic deductive reasoning sequence are presented. Finally, a rule-based pattern-matching scheme is applied to account for analogies. (Author/LPG)

ED 285 900 TM 870 481

Vermunt, Jan D. H. M.
Learning Styles and Self-Regulation.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Cognitive Style; Factor Structure; Foreign Countries; *Independent Study; Learning Processes; *Learning Strategies; Metacognition; Models; *Nontraditional Students; *Open Universities; Personality Measures; Postsecondary Education; Self Control; Self Evaluation (Individuals); Student Characteristics; Study Habits; Test Construction
IDENTIFIERS- *Inventory Learning Styles Conceptions Orientations; Netherlands; *Self Regulation

Data from 211 adult students (ages 20 to 75) at the Open University, The Netherlands, were used to construct and test an instrument to measure learning styles and regulation processes. Test development was guided by a three-tiered model of self-regulation encompassing: (1) cognitive learning processes (deep, surface, elaborative); (2) regulation processes (planning, monitoring, self-testing, etc.); and (3) conceptual processes (metacognitive knowledge and beliefs about learning). A pilot interview study with 24 students (phenomenographic method) yielded three styles: self-regulation, external regulation, or lack of regulation. In the main study, 211 students (out of 700 contacted) completed 50 regulation and 50 learning approach items. Principal components analysis identified items most indicative of self-regulation, external regulation, or lack of regulation (these items are included). Similar analyses yielded scales for deep, surface, and elaborative learning style (items not presented). Higher education background was associated with lower scores for external regulation and lack of regulation. Students just beginning at the Open University reported greater lack of regulation and elaborative learning style. These scales are part of a larger projected Inventory of Learning Styles, Conceptions, and Orientations. (LPG)

ED 285 901 TM 870 487

Research by External Agencies or Individuals in AISD.
Austin Independent School District, Tex.
REPORT NO.- AISD-85.M93
PUB DATE- 86
NOTE- 68p.; For previous editions, see ED 236 170, ED 252 568, and ED 265 176. Cover title: "External Research in AISD: Searching for Excellence, 1985-86."
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Educational Research; Elementary Secondary Education; Institutional Research; *Program Descriptions; Program Evaluation; *Research Projects; Research Proposals; *School Districts; *School Surveys
IDENTIFIERS- *Austin Independent School District TX

Abstracts of 34 research projects conducted in the Austin (Texas) Independent School District (AISD) are presented. A roster summarizing the projects by external researchers is also included. The roster shows, for each project, the project number, title, director, sponsor, schools where research was conducted, and whether a full report is on file. This is the eighth year the AISD has published abstracts of its research. The district's Department of Management Information screens all proposals presented to the AISD to: (1) include high quality research that meets the needs and interests of the district; (2) exclude research that doesn't meet criteria established by the district; and (3) protect the time and energies of AISD staff and students. From June 15, 1985 to June 15, 1986, 14 of 22 proposals were approved. The bulk of this document consists of the abstracts, which include project descriptions, descriptions of results, implications of results, and implications for AISD. (JGL)

Sandler, Andrew B.

The Use of Invariance and Bootstrap Procedures as a Method to Establish the Reliability of Research Results.

PUB DATE- 30 Jan 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; Correlation; Discriminant Analysis; *Generalizability Theory; *Mathematical Models; Regression (Statistics); *Reliability;

Research Design; Research Problems; *Sample Size; Sampling; Simulation; Statistical Inference; *Statistical Significance; Statistical Studies; Validity
IDENTIFIERS- *Bootstrap Hypothesis; *Cross Validation; Invariance Principle

Statistical significance is misused in educational and psychological research when it is applied as a method to establish the reliability of research results. Other techniques have been developed which can be correctly utilized to establish the generalizability of findings. Methods that do provide such estimates are known as invariance or cross-validation procedures and the bootstrap method. Invariance procedures split the total sample into two subgroups and apply techniques to analyze each subgroup and compare results, often by using parameters obtained from one subgroup to evaluate the other subgroup. A simulated data set is presented and analyzed by invariance procedures for: (1) canonical correlation; (2) regression and discriminant analysis; (3) analysis of variance and covariance; and (4) bivariate correlation. Whereas invariance procedures split a sample into two parts, the bootstrap method creates multiple copies of the data set. The number of copies could exceed millions with current computer capability. The copies are shuffled and artificial samples of 20 cases each, called bootstrap samples, are randomly selected. The value of the Pearson product-moment correlation (or other statistics) is then calculated for each bootstrap sample to assess the generalizability of the results. (LPG)

ED 285 903 TM 870 492

Anderson, Carolyn S.

Comprehensive Tests of Basic Skills: 1985-86 Test Results.

Crete Monee School District, Crete, IL.
PUB DATE- 6 Oct 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Basic Skills; Educational Trends; Elementary Secondary Education; Language Tests; *Local Norms; Mathematics Tests; *National Norms; Norm Referenced Tests; Reading Tests; Scores; Test Norms; Trend Analysis
IDENTIFIERS- *Comprehensive Tests of Basic Skills; *Crete Monee School District IL

The Comprehensive Tests of Basic Skills in reading, language, and mathematics was administered to 3,417 second through twelfth grade students plus 201 resource room special education students for a total of 3,618 students, 97% of the student population in the Crete-Monee (Illinois) School District, in April, 1986. The test results were compared: (1) to national norms; (2) to last year's scores; (3) for high, middle, and low achievers; (4) for new students overall; and (5) for new and returning students at different grade levels over two years. Results indicated that scores exceeded the national average in all 11 grades tested, in all three tests, with the best performance at second and sixth grade. More students this year than last year scored in the top half of the nation across all grade levels. The general trend over two years was upward for high, middle, and low achievers. Students who were new to the district did not perform as well as returning students in all tests and at all grade levels, but their scores had relatively little effect on average scores in the district. Performance of new students was inconsistent from year to year, but performance of returning students was stable year to year, except for peaks at grades two and six which were attributed to a better curriculum-test match at those grades. (JGL)

ED 285 904 TM 870 494

Rosser, Phyllis

Sex Bias in College Admissions Tests: Why Women Lose Out. Second Edition.

National Center for Fair and Open Testing (FairTest), Cambridge, MA.
PUB DATE- Apr 87
NOTE- 41p.; Copyrighted articles have been removed from appendices: "Equality in Testing," Boston Sunday Globe, April 26, 1987; "Scholastic Aptitude Test Scores: Are They Unfair to Women?" The Christian Science Monitor, April 20, 1987; and "Tests Biased Against Women, Group Asserts," Education USA, April 27, 1987.
AVAILABLE FROM- Subscriptions Dept., FairTest, P.O. Box 1272, Harvard Square Station, Cambridge, MA 02238 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Admission; *College Entrance Examinations; Females; Gifted; Higher Education; High Schools; Racial Differences; *Scholarships; Scores; *Sex Bias; *Sex Differences; *Test Bias
IDENTIFIERS- ACT Assessment; National Merit Scholarship Program; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test

America's most widely used college admission examinations systematically underpredict the abilities of high school girls, who make up over 52% of the test-takers. Each year more than three million students who plan to attend college take the Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), and/or American College Testing Program Assessment Exam (ACT). The test publishers claim that their exams predict students' future academic performance. Even though females consistently earn higher grades in both high school and college, they receive lower scores on all these exams. Reliance on such biased exams markedly diminishes chances for women to: (1) obtain college tuition aid awarded by the National Merit Scholarship Corporation and over 150 private companies, government agencies, and foundations; (2) gain admission to over 1500 colleges and universities; and (3) enter many special education programs reserved for gifted and talented high school students. All these factors can contribute to a real dollar loss for women in later life as they get less prestigious jobs, earn less money, and have fewer leadership opportunities. Those from economically-disadvantaged backgrounds are doubly penalized by both the gender and class biases of these exams. Test discrimination can also instill a life-long loss of self-confidence that cannot be calculated in financial terms. (LMO)

ED 285 905 TM 870 497

Mandeville, Garrett K.

On the Identification of Effective and Ineffective Schools.

PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Research; Elementary Education; *Identification; *Research Design; Research Problems; *School Effectiveness; Scoring; State Surveys

IDENTIFIERS- Aggregation (Data); Cognitive Skills Assessment Battery; Comprehensive Tests of Basic Skills; *Effective Schools Research; Residuals (Statistics); South Carolina; South Carolina Basic Skills Assessment Program

An alternative method of identifying effective schools, based on the concept of effective schools as statistically atypical, was tested. This paper investigates the issue of consistency of the identification of what is termed "exceptional" schools. The following tests were administered to all first through fourth graders in 431 schools in South Carolina: (1) South Carolina Basic Skills Assessment Program, given to all first, second and third graders; (2) Comprehensive Tests of Basic Skills, given to all fourth graders; and (3) Cognitive Skills Assessment Battery, given to all entering first graders. Data were collected during 1984-85 and 1985-86. Using studentized residuals for reading, mathematics, and reading and mathematics combined, this study tested for both cross-grade and cross-year consistency of scores. The strongest consistencies were found with combined reading-mathematics scores, at each grade level within schools. Because this combined score appeared to be consistent within grades and across years, it was suggested that it might be a more accurate statistic for predicting which schools are effective (positively exceptional) and which are ineffective (negatively exceptional). (JGL)

ED 285 906 TM 870 498

Martin, Clessen J.; Hanser, Lawrence M.
Correlatin between the Officer Selection Battery and the ROTC Basic Camp Student Evaluation Report.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-676
PUB DATE- Apr 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Aptitude; Achievement Rating; Adults; Aptitude Tests; Correlation; *Military Training; *Occupational Tests; Postsecondary Education; Predictor Variables; *Student Evaluation; *Test Validity; Weighted Scores
IDENTIFIERS- Army Reserve Officers Training Corps; *Officer Selection Battery; *ROTC Basic Camp Student Evaluation Report; School and College Ability Tests; Student Potential Index

The correlation was examined between the Officer Selection Battery (OSB) and the five areas of evaluation comprising the Army Reserve Officers Training Corps (ROTC) Basic Camp Student Evaluation Report: physical fitness, graded military skills, job performance, peer rating, and academic potential and grades. The moderating effect of the educational level of the ROTC recruit on OSB scores was also investigated. The sample consisted of 3,668 ROTC candidates who were given the OSB during basic camp in 1983 and who had scores on the ROTC Basic Camp Student Evaluation Report. The correlation between OSB and the Cooperative School and College Ability Tests was .79, supporting the OSB's validity as a measure of scholastic aptitude. However, the correlations between the OSB and the other four areas comprising the ROTC Basic Camp Student Evaluation Report ranged from .07 to .25. The correlation between the OSB and the Student Potential Index (SPI), a composite score based upon separate weightings of the five individual areas on the Student Evaluation Report, was directly related to the weighting OSB assumed in the computation of SPI. It was recommended that increasing the weight given the academic component of the Student Potential Index be considered. (Author/GDC)

ED 285 907 TM 870 513

Adair, John G.; Sharpe, Donald
Placebo Control Practices in Educational and Psychotherapy Research.
PUB DATE- Jul 86
NOTE- 20p.; Paper presented at the Annual Meeting of the International Association of Applied Psychology (Jerusalem, Israel, July, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Control Groups; *Educational Research; Expectation; Literature Reviews; Research Design; *Research Methodology; *Research Problems
IDENTIFIERS- *Hawthorne Effect; *Placebo Effect

The Hawthorne and placebo effects in educational experiments were examined over a 20-year period, as reported in the ERIC, Dissertation Abstracts International, and Psych Info data bases. The literature searches identified 325 studies in education employing the relevant control procedures, and each study was coded for the type of placebo procedure, its estimated phenomenological impact, the rationale and label for the control group, and whether the procedure's placebo-like qualities were identified/documented. In addition, studies were classified by: (1) educational research topic area; (2) subject age and type; (3) number and nature of treatments; (4) presence and type of no-treatment controls; (5) subject sampling procedures; (6) experimenter characteristics and assignment; and (7) use of blind experimenters or other controls for bias. In most studies, irrelevant or substitute activity was used as the placebo control. In others, the placebo procedure closely resembled treatment, but with no element of treatment administered. In some of these studies, a substantive element of the treatment procedure was included in the placebo procedure. Other studies used minimal contact as the placebo. The rationale, if stated, for use and design of placebo was usually to guard against Hawthorne effects or to compensate for differential concerns, usually attention, activity, novelty, or interaction. The design of placebo groups showed subjects' hypothesis awareness and expectancies were not a major focus of the reviewed research. (MGD)

ED 285 908 TM 870 514

Van Tilburg, Emmalou; Archer, Thomas M.
The Fine9 Concept: A New Approach to Evaluation Education and Attitude Adjustment.
PUB DATE- Oct 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Advisory Committees; Attitude Change; Attitude Measures; Evaluation Methods; *Evaluators; *Extension Education; Formative Evaluation; *Inservice Education; Peer Teaching; Professional Training; Program Attitudes; *Program Development; Program Effectiveness; *Program Evaluation; Skill Development; Volunteers
IDENTIFIERS- Ohio Cooperative Extension Service

Demand for accountability and effective programming by the Ohio Cooperative Extension Service (OCES) led to identification of the need for a set of skills and knowledge for extension faculty related to program development through evaluation. This paper describes the training of OCES field faculty in program evaluation skills to be used within a model used by the OCES Accountability Evaluative System. An integral part of the system is the Evaluation Resource Task Group, initially nine volunteers (the Fine9) especially trained to be resource persons to other OCES personnel. The six-day training program included sessions on data collection and analysis, formative and summative evaluation, interpretation and communication of results, evaluation management, and consultation. Quantitative evaluation of the training was reported in terms of changes in behavior, skills and knowledge, and attitude. Qualitative evaluation of the training indicated a high level of commitment to program evaluation, specific plans for the year, and perceived problems of time availability. Plans were made to continue the program, to add more faculty, and to provide specialty training for each member. (The rating scales used for evaluation are appended). (MDE)

ED 285 909 TM 870 515

Wimpelberg, Robert K.; And Others
Sensitivity to Context: The Past and Future of Effective Schools Research.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Environment; Efficiency; Elementary Secondary Education; *Equal Education; Outcomes of Education; *Research Design; Research Problems; *School Effectiveness; School Support; *Urban Schools
IDENTIFIERS- *Context Effect; Edmonds (Ronald R); *Effective Schools Research

Sensitivity to context variables marks the third phase of effective schools research (ESR). The first phase was one of explicit concern for equity, challenging the works of Coleman and Jencks which suggested that achievement differences were more associated with family background than school variables. This research focused on low socioeconomic status urban schools. Phase two was characterized by implicit concerns for efficiency. While controlling for financial expenditures, those variables associated with achievement outcomes were investigated. The third developmental phase of ESR may draw on research done outside of the rubric of ESR to understand forces present in individual classrooms, larger organizational settings, and communities. Using a heuristic of political economy permits researchers to examine the effect of multiple variables on both equity and efficiency of resource utilization and learning. (The stories of two elementary schools are presented to illustrate possible differences in school environments.) (MDE)

ED 285 910 TM 870 516

Standards & Policies: Center for Education Statistics.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- 16 Mar 87
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Principles; Codification; Data Analysis; *Data Collection; *Educational Research; Federal Government; Government Role; Information Dissemination; Peer Evaluation; *Performance Contracts; Policy Formation; Public Policy; Quality Control; Research Design; Sampling; *Standards; Statistical Analysis; *Statistical Surveys
IDENTIFIERS- *Center for Education Statistics; Office of Educational Research and Improvement

This notebook contains 21 standards established by the Center for Educational Statistics (CES); CES legislation; and a description of the CES publication and publication review processes. The publication clearance procedures and the external advice and peer review policies are established by the Office of Educational Research and Improvement (OERI) of which the CES is a part. The standards described here cover all phases of the Center's work, including (1) planning; (2) Request for Proposals (RFP) development and contract monitoring; (3) implementation, data collection and processing; (4) release and publication of data; and (5) sampling and non-sampling error. Each standard has a three-field reference number, encoding the year the standard was implemented, the subject group of the standard, and its sequence within the subject group. These standards are intended as guidelines for CES staff and contractors in their data collection, analysis, and dissemenation, and for users of the data in making appropriate applications of CES information. Appendices include the General Education Provisions Act, Sections 406 (mandating the Center for Education Statistics) and 405 (mandating the National Assessment of Educational Progress), the Carl D. Perkins Vocational Education Act, Part C, Sections 421, 422, and 423, and a statement of OERI's external advice and peer review policy. (JGL)

ED 285 911 TM 870 519

Denton, Jon J.; And Others
Quality of Research Experience in Graduate Programs as Perceived by Faculty, Graduates and Current Students.
PUB DATE- 16 Feb 87
NOTE- 23p.; Paper presented at the Annual Meeting of Teacher Educators (Houston, TX, February 15-18, 1987). Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Attitude Measures; *Doctoral Programs; *Educational Environment; Educational Quality; Graduate Students; Graduate Surveys; Higher Education; *Program Attitudes; Research Committees; Schools of Education; *Student Attitudes; *Student Research; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Texas A and M University

Perceptions were obtained from former and current doctoral candidates and faculty concerning the research climate, doctoral advisory committee, and admission and continuation requirements at Texas A&M University's Department of Educational Curriculum and Instruction. The 27-item rating scale was completed by 126 individuals, a 72% return rate. Analyses revealed a number of issues where respondent groups' opinions differed. Former students differed with faculty on the degree to which they were encouraged to participate in ongoing research and on the opportunities afforded them to co-author papers. In some cases, the faculty did not have an active research agenda. Currently enrolled students, especially those without an assistantship, tended to be neutral regarding research climate issues. Many of these students lived off-campus and commuted to campus only once or twice per week, or enrolled in summer school and independent study. The survey also indicated that current graduate students were unclear about the role of the doctoral candidate's advisory committee with regard to open proposal meetings and seeking counsel. Other issues yielding discrepant opinions were quotas on student admission, availability of financial support, and faculty teaching load. (The survey and a data table are appended). (Author/GDC)

ED 285 912 TM 870 520

Holloway, Susan D.
Concepts of Ability and Effort in Japan and the United States.
PUB DATE- Mar 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Ability; *Academic Ability; Academic Achievement; *Attribution Theory; Child Rearing; Competition; Cooperation; Cross Cultural Studies; *Cultural Differences; Cultural Traits; Elementary Education; *Elementary School Students; Foreign Countries; Interpersonal Relationship; Mothers; *Parent Child Relationship; Parent Role
IDENTIFIERS- *Effort; Japan; *Japanese Culture; United States

Studies of causal attributions among elementary school children and their mothers in Japan and in the United States indicate that the Japanese are more likely to cite effort as the primary cause of school achievement. In the United States, ability is more frequently selected as a key factor. The characteristics of Japanese mother-child interaction and of social relations within the elementary classroom illustrate that the cooperative social contexts of home and school shape causal attribution by mothers and children. Research from the United States on attribution within both cooperative and competitive reward structures illustrates how the cooperative nature of Japanese achievement settings is likely to foster attribution to effort rather than ability. Analysis indicates that attributional patterns must be evaluated in conjunction with the social context of achievement. Japanese achievement settings are described as being strongly supported by parents and peers, with both home and school settings reflecting the cooperative and interdependent nature of Japanese society. It is recommended that extrapolation to the United States should consider the context in which Japanese achievement occurs as well as the differences in societal context between the United States and Japan. A five-page reference list is included. (Author/MDE)

ED 285 913 TM 870 521

Mitchell, Karen J.; Anderson, Judith A.
Reliability of Holistic Scoring for the 1985 MCAT Essays.
PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; College Entrance Examinations; *Essay Tests; Higher Education; *Holistic Evaluation; *Interrater Reliability; Medical Schools; Pretesting; Scoring; *Writing Evaluation
IDENTIFIERS- *Medical College Admission Test

A pilot essay was included in the 1985 Spring and Fall administrations of the Medical College Admission Test. A sample of 320 of the essays written by Fall examinees who had expressed an interest in allopathic medicine was used to calculate interrater reliability estimates. Sixteen of 20 readers who had been trained by White's suggestions for holistic scoring were included in the reliability study. Each reader rated two batches of 20 essays on the first day and again on the second. Analyses of variance were computed for (1) day; (2) batch; (3) reader; (4) subjects nested within batch; (5) interaction of day with batch; (6) interaction of day with reader; (7) interaction of reader with batch; and (8) interaction of subjects within batch with day. The interrater reliability index was estimated at .84, indicating that 71% of the variation in scores was due to level of differences between the essays themselves. The remainder was due to batch, day, day by reader, day by batch, batch by reader, and reader. When extrapolated to the operational setting, the index was .72. Methods of limiting the effects of these factors are proposed. (MGD)

ED 285 914 TM 870 522

Fabrey, Lawrence J.; Raymond, Mark R.
Congruence of Standard Setting Methods for a Nursing Certification Examination.
PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Certification; *Cutting Scores; Judgment Analysis Technique; *Licensing Examinations (Professions); Mastery Tests; *Nursing; Peer Evaluation; Professional Recognition; Standards; *Test Interpretation
IDENTIFIERS- American Nurses Association

The American Nurses' Association certification provides professional recognition beyond licensure to nurses who pass an examination. To determine the passing score as it would be set by a representative peer group, a survey was mailed to a random sample of 200 recently certified nurses. Three questions were asked: (1) what percentage of examinees should pass; (2) what percentage of questions should be answered correctly for certification; and (3) what score should be achieved for certification, given a hypothetical distribution of scores on a 75-item test. There were 98 responses. Respondents indicated that a mean of 70.36% should pass. The currently used Angoff technique resulted in a passing rate of 87.96%. The mean percentage of questions that should be answered correctly was calculated to be 71.28% according to the survey, 56% as set by committee. The mean score that should be achieved for certification was calculated to be 53.81%. In comparison to the current standards set by committee, the peer group set higher standards. They also showed an unexpected correspondence between percentage correct required for passing and the percentage actually passing. Comparison models suggested by Hofstee and Beuk, when applied to the survey data, indicated that 61-63% of the examinees should pass, with scores of 64-67% required to pass. (MGD)

ED 285 915 TM 870 524

Hunter, Fumiyo T.
ROTC Achievement Testing Program: School Years 1983-1985.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-RR-1429
PUB DATE- Aug 86
NOTE- 39p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Cutting Scores; Ethnic Groups; Higher Education; Majors (Students); *Military Training; *Racial Differences; Scores; Screening Tests; *Sex Differences; *Testing Programs
IDENTIFIERS- *Army Reserve Officers Training Corps; Missouri College English Test; Nelson Denny Reading Tests; Stanford Achievement Tests

The U.S. Army Reserve Officers' Training Corps (ROTC) administered basic skills achievement tests to cadets enrolled in Military Science I (MSI) and Military Science IV (MSIV): Missouri College English Test, Nelson-Denny Reading Test, and Stanford Achievement Test: High School Mathematics. The samples adequately represented geographic regions and genders. In addition, data were gathered on racial and ethnic groups: Asian or Pacific Islander, Black, Hispanic, Caucasian, American Indian, native Alaskan, and other. The purpose of the testing program was to analyze achievement test data and to report findings that might be used by ROTC to develop diagnostic and screening standards. The results indicated that females scored higher than males in English; males scored higher in mathematics; and there were no substantial differences in reading. On all tests, the ethnic minority groups scored lower than Caucasians, with substantial differences for Blacks and Hispanics. The mean scores of MSI cadets were consistently lower than those of MSIV cadets. Although further research was recommended in order to establish cutting score standards for potential officers, it was noted that about 20% of MSI cadets might profit from remedial instruction in English and reading. (Author/GDC)

ED 285 916 TM 870 527

Student Achievement in New York State, 1985-86.
New York State Education Dept., Albany. Div. of Educational Testing.
PUB DATE- Jan 87
NOTE- 18p.; Some tables contain small and light print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Aptitude Tests; *College Entrance Examinations; Elementary Secondary Education; Graduation Requirements; High School Students; Minimum Competency Testing; National Norms; State Norms; State Programs; *State Standards; Talent Identification; *Testing Programs
IDENTIFIERS- Advanced Placement Examinations (CEEB); College Board Achievement Tests; National Merit Scholarship Qualifying Test; New York; New York State Pupil Evaluation Program; *New York State Regents Competency Tests; *New York State Regents Examinations; Scholastic Aptitude Test; Westinghouse Science Talent Search

This report summarizes the 1985-86 results for three New York state examination programs--the elementary school Pupil Evaluation Program (PEP) and the high school Regents and Regents Competency Tests. Results on the PEP showed passing rates improved steadily over the last four years. About one-half of New York State's graduating seniors are awarded Regents diplomas each year; the other half take the Regents competency tests; of these 89.5% passed the competency test in reading, 84.6% in writing, and 69.1% in mathematics. Over 98% met the competency testing requirements for graduation. Data were also collected on several national programs: the Scholastic Aptitude Test (SAT), College Board Achievement Tests, College Board Advanced Placement Tests, National Merit Scholarship Qualifying Test (NMSQT), and Westinghouse Science Talent Search. In 1986, New York students' average SAT scores were 427 on Verbal and 471 on mathematics, compared to 431 and 475, nationally. On the Achievement Tests, New York averaged 14 points higher than the national average. Nationally, New York also had 15.7% of the Advanced Placement exams written, 12.8% of commended students on the NMSQT, 49.7% of the students commended on the Westinghouse Search, and 37.5% of the winners of the Westinghouse search. (JGL)

Silverman, Stephen; Zotos, Connee
Validity and Generalizability of Measuring Student Engaged Time in Physical Education.
SPONS. AGENCY- Texas Univ., Austin. Research Inst.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; Higher Education; *Physical Activity Level; *Physical Education; Sampling; Test Reliability; *Test Validity; *Time on Task
IDENTIFIERS- *Academic Learning Time in Physical Education; Interval Time Sampling; *Time Sampling

The validity of interval and time sampling methods of measuring student engaged time was investigated in a study estimating the actual time students spent engaged in relevant motor performance in physical education classes. Two versions of the interval Academic Learning Time in Physical Education (ALT-PE) instrument and an equivalent time sampling method were compared with actual time students spent in motor performance. Subjects were 36 college students enrolled in six different physical education classes: aerobic dance, badminton, basketball, fencing, karate, and volleyball. All instruction was videotaped so that each student could be coded throughout the class. The actual student engaged time and engaged time as estimated by the time sampling instrument were significantly lower than the time as estimated with the two ALT-PE instruments. In addition, a class type by coding instrument interaction occurred indicating that the difference was present for all classes except aerobic dance, where activity is continuous. This result suggests that the popularity of the ALT-PE instruments should be reexamined. (Author/GDC)

ED 285 918 TM 870 536

McBride, James R.
A Computerized Adaptive Edition of the Differential Aptitude Tests.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Ability Identification; *Adaptive Testing; *Aptitude Tests; Comparative Testing; *Computer Assisted Testing; Factor Structure; Latent Trait Theory; Occupaticnal Tests; Pretesting; Secondary Education; *Test Construction; Test Reliability; Test Validity; Timed Tests; *Vocational Aptitude
IDENTIFIERS- *Differential Aptitude Tests; Rasch Model; Test Equivalence

An overview of the development of a computerized version of the Differential Aptitude Tests (DAT) is presented. It describes the previously existing printed version of the DAT, design of the computerized adaptive edition, calibration of the test items for use in the computerized version, and two field studies that compared the Adaptive and paper-and-pencil DATs to assess the reliability and validity of the adaptive edition. The DAT consists of seven power tests (Verbal Reasoning, Numerical Ability, Abstract Reasoning, Mechanical Reasoning, Space Relations, Spelling, and Language Usage) and one speeded test (Clerical Speed and Ability, CSA). The computerized edition, designed for use on the Apple II series, is half the length of the printed edition. Items were selected for the adaptive edition using a three-parameter item-response model, as well as the Rasch model. Results of the field tests showed that correlations between printed and computer editions were .78 to .88 on all seven power tests but .33 on the speeded test (CSA). No attempt was made to equate the adaptive CSA test with the printed one because of this low correlation. Factor loadings were found to be similar. It was concluded that the power tests could be considered psychometrically equivalent to their printed counterparts. (JGL)

ED 285 919 TM 870 644

Brown, George H.; Faupel, Elizabeth M.

The National Assessment of Educational Progress and the Longitudinal Studies Program: Together or Apart? Report of a Planning Conference (Washington, DC, December 11, 1986).

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-446
PUB DATE- 87
NOTE- 141p.; For reports from related conferences, see HE 020 862 and PS 016 941.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conferences; *Cross Sectional Studies; Databases; Data Collection; *Educational Assessment; Educational Trends; Elementary Secondary Education; Federal Programs; *Longitudinal Studies; Mergers; *National Surveys; Outcomes of Education; *Policy Formation; Research Design; Research Utilization; Sampling; Testing Programs

IDENTIFIERS- Center for Education Statistics; Longitudinal Studies Program; *National Assessment of Educational Progress; *National Education Longitudinal Study 1988

The National Assessment of Educational Progress (NAEP) and the Longitudinal Studies Program (LSP) are major survey projects on educational outcomes performed by the Center for Education Statistics. NAEP is a continuing cross-sectional survey of young Americans' skills, knowledge, and attitudes. The LSP studies follow a sample of students as they progress through school into work and family life. This document reports on a planning conference to develop recommendations for the Center for Education Statistics on merging NAEP and the National Education Longitudinal Study (NELS) of 1988. Both the technical problems and complex ramifications of the merger were addressed. Summaries and full texts of the five conference papers which had been commissioned by expert panelists are presented: (1) "More Bang for the Buck: An Integrated Data Collection Strategy" (Alan L. Ginsburg et al.); (2) "Shooting at a Moving Target: Merging the National Assessment of Educational Progress and the Longitudinal Studies Program--A State Perspective" (Joan Boykoff Baron and Pascal D. Forgione); (3) "How to Optimize and Articulate a Longitudinal and a Cross Sectional Research Program" (Calvin C. Jones); (4) "Instrument Design for a Combined NAEP and NELS" (R. Darrell Bock); and (5) "Sampling Problems in Merging a Cross-Sectional and a Longitudinal Program" (Bruce D. Spencer). Summary remarks by David Sweet and Emerson Elliott of the Center are presented. Papers written after the conference by senior officials from the Center include discussions of implications by David A. Sweet, Gary W. Phillips, and C. Dennis Carroll. (BS)

ED 285 920 UD 025 633

Kaleida, Phillip; And Others

Pittsburgh Board of Public Education Task Force on Adolescent Pregnancy and Parenting: Minority Report.

Pittsburgh Board of Public Education, Pa.
PUB DATE- 4 Jun 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Clinics; *Contraception; Early Parenthood; Ethical Instruction; High Risk Persons; Institutional Role; Legal Responsibility; Parent Participation; *Pregnancy; *School Health Services; Secondary Education; Sexuality
IDENTIFIERS- *Pittsburgh School District PA

This minority report is a rebuttal to the recommendations made by the Task Force on Adolescent Pregnancy and Parenting of the Pittsburgh Board of Public Education. It takes issue with the way in which decisions were made and especially with the recommendation to establish school-based clinics (SBCs) in or near high risk schools. This minority opinion holds that SBCs are improper, inappropriate and problematic for the following reasons: (1) proof of the need for SBCs was not clearly demonstrated; (2) SBCs have been shown not to be effective in reducing teen pregnancy; (3) the cost effectiveness of SBCs has not been proven; (4) the proposed SBC services lack definition; (5) there was no disclosure of which agency would be contracted to implement the program; (6) the moral questions of promiscuity, abortion, and parental consent were not addressed adequately; (7) there is the possibility that the school district could be liable; (8) the information provided to the task force was biased; (9) other options were not considered seriously; and (10) the proposed values clarification program is unproven. This minority group of six task force members feels that better alternatives are available. They propose the "Sex Respect" program which encourages self-control, responsibility, self-respect, and provides information on the consequences of promiscuous behavior. (VM)

ED 285 921 UD 025 635

Kaemper, Jack; Morse, Kathy
Title I/Chapter 1 Reading Services to Secondary Students: A Second Look, 1979-1984.
Albuquerque Public Schools, N. Mex.
PUB DATE- Oct 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Dropout Prevention; Educationally Disadvantaged; *High Risk Students; High Schools; Middle Schools; Program Evaluation; Reading Improvement; *Reading Instruction; School Surveys; Secondary Education; Secondary School Students; Skill Development; Urban Education
IDENTIFIERS- *Albuquerque Public Schools NM; Education Consolidation Improvement Act Chapter 1

In the spring of 1979 and again in 1984, middle school and high school students who were participants in the Title I/Chapter 1 secondary school reading program in the Albuquerque Public Schools (NM), their parents, and regular classroom teachers completed questionnaires which helped provide information on their perceptions of the effectiveness of the program. The results from the two years were compared to see if the program was being viewed similarly or if perceptions had changed over time. This report describes the questionnaires and their findings. It provides charts of statistics showing responses to survey questions. The 1984 results showed that, six years after its implementation, all three groups of respondents had become even more positive over time about the Chapter 1 reading program at the secondary level. Students and parents felt that program participants not only were helped in building reading skills, but also improved their performance in other classes and were motivated to continue in school until graduation. Classroom teachers reported more observable student improvement in 1984 than their counterparts had noted in 1979 and they were more positive about the coordinating efforts of the program staff. A vast majority of the comments from those who completed questionnaires indicated that for students with severe reading problems, the Chapter 1 program at the secondary level is an essential part of the curriculum. (PS)

ED 285 922 UD 025 655

Proposed Plan of Service for Children at Risk.
Milwaukee Public Schools, Wis.
PUB DATE- 9 Sep 86
NOTE- 45p.; First page (acompliance form) may be illegible due to broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Compliance (Legal); Dropout Prevention; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; *Program Implementation; *Remedial Programs; School Districts; State School District Relationship; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI

This document outlines the Milwaukee Public Schools' proposed plan of service for children at risk. The report's organization follows the format of the Wisconsin Department of Public Instruction compliance form, which is included. Procedures are described for identifying children in grades 8-12 who have dropped out of school, who have been absent for more than 20 days in 1985-86, who are parents, or who are one or more years behind in credits and/or one year or more behind in reading and/or math achievement. Next, planned and existing services for at risk students in middle and high schools are outlined; services fall into the following main categories: (1) curriculum modifications; (2) alternative programs suited to meet pupil learning needs and earn academic credit; (3) remedial instruction; (4) parental involvement; (5) pupil support services; (6) identification and use of community support service providers; (7) preparation for work including career exploration, employability skills, and occupational skills; (8) other approaches and services which have demonstrated success in meeting the needs of children at risk; (9) coordination between existing programs, resources, and services in the district and community; and (10) annual evaluation of the effectiveness of each program or service provided to children at risk. Next, the document describes procedures for reporting on pupil enrollment, attendance, retention, graduation, progress, and achievement in reading and math. Finally, the school system's procedures for contracting with other agencies are outlined. (KH)

ED 285 923 UD 025 658

CARE, Changing Attitudes Regarding Education.

Duval County Schools, Jacksonville, Fla.

PUB DATE- Jul 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Dropout Prevention; Elementary Secondary Education; Experimental Programs; Group Guidance; *High Risk Persons; Interpersonal Relationship; Intervention; *Management Teams; *Referral; School Effectiveness; School Holding Power; *Student Attitudes; Student Motivation; *Student School Relationship

Changing Attitudes Regarding Education (CARE) is a program for the elementary school level which seeks to heighten educators' awareness of student attitudes toward education that are not conducive to an ongoing learning process. The goals of the program are accomplished using a team approach. The school principal is a member of the team and appoints the other members who usually are the referring teacher, a classroom teacher, a guidance counselor and parents. This team has meetings at least every nine weeks at which it takes referrals, proposes plans of action and reviews student progress. This report outlines the guidelines for such a team and reviews the types of prevention/intervention techniques which may be proposed. The following examples of some CARE documents are included in the report: (1) a referral form to be completed by the referring person; (2) an individual reporting form to be completed by the team recorder; and (3) the CARE referral log to be completed by the team recorder. This program design may be applicable for dropout prevention programs in secondary schools. (VM)

ED 285 924 UD 025 660

Black Adolescence: Topical Summaries and Annotated Bibliographies of Research.

Consortium for Research on Black Adolescence, Storrs, CT.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 87
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - General (020)
DESCRIPTORS- Academic Aspiration; Adolescents; Annotated Bibliographies; *Behavior Patterns; *Black Family; *Black Youth; Career Choice; Drug Abuse; Pregnant Students; *Research Needs; Sexuality; *Social Development; Suicide

A review of studies on black youth indicates a need for more attention to research concerns such as theory development, carefully constructed methodologies, and sensitivity to the interrelatedness among and between demographic variables. Some topics, like the well-adjusted black adolescent, are rarely handled in empirical studies. In this document some of the most important empirical and theoretical research in nine areas of concern for black adolescents has been assembled. Attempts are made to point out methodological problems and to identify gaps in the knowledge base. Each section includes a topical summary of the research in a given area, annotations of selected works, and a list of other references. The section topics (with their authors) are the following: (1) psychosocial development (R. Taylor); (2) psychosocial health (H. Ramseur); (3) drug abuse (P. McKenry); (4) suicide (P. McKenry); (5) academic-related behavior (S. Nettles); (6) education and occupational choice (C. Carter); (7) family-adolescent relationships (P. Bell-Scott); (8) sexuality and contraception (J. Pleck); and (9) teen parenting (J. Everett). A project summary contains information about the consortium which produced this report and about its contributing members. (VM)

ED 285 925 UD 025 666

Renfroe, William; Weisbender, Leo
Plans of the 1985 Graduates: Los Angeles Unified School District. Publication No. 479.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Oct 86

NOTE- 793p.; For an earlier report, see ED 209 316.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Aspiration; *Attitude Measures; Data Collection; *Educational Quality; Grade 12; Graduate Surveys; *High School Graduates; High Schools; *High School Seniors; Individual Characteristics; Questionnaires; School Surveys; *Summative Evaluation; Teacher Effectiveness
IDENTIFIERS- *Los Angeles Unified School District CA

This report provides information on how 1985 high school graduates in the Los Angeles Unified School District plan to use their high school education and how they perceive the effectiveness of their high school programs. The data were gathered from 18,598 seniors in their last two weeks of high school (a response rate of 63%). Survey forms were filled out at school under staff supervision. Questions were divided into three general categories: background information on the student; plans for college or work after graduation; and opinions of courses, activities, and quality of instruction. Findings showed that, on the whole, pupils liked high school and a good number were pleased with the quality of teachers and instruction. They felt school spirit and school appearance needed improvement. They were dissatisfied with course offerings, counseling services, and school rules. Many were also dissatisfied with the quality of teachers and/or instruction. The report consists of charts and statistics of survey findings. It is divided into sections which provide the following: (1) districtwide findings; (2) summary by male and female; (3) summary by ethnic group; (4) continuation high schools summary; (5) opportunity schools summary; (6) schools of choice summary; (7) special education schools summary; (8) regular high schools summary; and (9) a copy of the questionnaire. (PS)

ED 285 926 UD 025 676

Hebard, Amy J.; And Others

Final Evaluation of the 1984-85 Community School District Attendance Improvement/Dropout Prevention Program. OEA Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 86
NOTE- 60p.; Prepared by the Student Progress Evaluation Unit.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Dropout Prevention; Elementary Secondary Education; *Program Effectiveness; *Program Implementation; Staff Development; Urban Schools
IDENTIFIERS- *Attendance Improvement Plan; *New York (New York)

In 1984-85 the Attendance Improvement Dropout Prevention (AIDP) Program was conducted in 32 New York City community school districts. A total of 32,387 students in kindergarten through grade 9 participated. Across all districts, 66 percent of the program students met the suggested criterion of 24 or more absences in 1983-84; and an additional 6.4 percent of the students were long-term absentees (LTA). Almost half were overage for their grade. The numbers of students targeted in districts and the characteristics of district populations varied considerably. AIDP funds enabled school districts to provide a combination of incentives and services to students, including counseling, family outreach, referrals to outside agencies, and attendance monitoring. Some apparently successful program features were: a clearly defined procedure for selecting students; a multidisciplinary team approach; active involvement by program administrators and district staff; competent and energetic staff; regularly scheduled staff development activities; immediate follow-up on student absence; and individualized attention to students on a regular basis. The greatest weakness was that the extraordinary effort required to get LTA students to return to school detracted from the more productive efforts with other students. The average daily attendance of program students improved in all but one district. Program areas in need of improvement include the program policy, staffing, and student selection. Statistical data on student attendance are presented in 15 tables. (KH)

ED 285 927 UD 025 677

High School Attendance Improvement/Dropout Prevention (A.I./D.P.) Program, 1985-1986. End of Year Report. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jan 87
NOTE- 92p.; Prepared by the OEA High School Evaluation Unit. For the previous year's report, see ED 271 529.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Dropout Characteristics; *Dropout Prevention; Educationally Disadvantaged; *High Risk Students; *High Schools; Program Content; School Counseling; *School Holding Power; Tutorial Programs; Urban Schools
IDENTIFIERS- *Dropout Prevention Program; New York City Board of Education

The 1985-86 Attendance Improvement/Dropout Prevention (AIDP) program aimed at improving student attendance and achievement, reducing the dropout rate, and increasing the number of students completing school. The program, which began in 1984-85, operated in selected middle, high, and special education schools and programs having large numbers of students with excessive absences. Principals could choose one of three models for implementing the six program components. This final report examines the 1985-86 AIDP program as it operated in 26 selected New York City public high schools. It presents the characteristics of the schools and students in the program; describes program implementation; analyzes attendance, courses passed, and promotion rates for the student participants; and presents conclusions and recommendation. Three appendices provide additional information on data collection procedures and school-by-school program implementations. The program consisted of the following six components: (1) facilitating services to students; (2) attendance outreach; (3) guidance and counseling services; (4) health services; (5) school level linkages; and (6) alternative educational programs. Findings show that AIDP program objectives were not met by all students. Reasons for those differences are discussed. Recommendations are made for improving the program. (PS)

ED 285 928 UD 025 682

Hale-Benson, Janice, Ed.
Conference on the Black Family, Proceedings (Cleveland, Ohio, September 25-28, 1985).
SPONS. AGENCY- Case Western Reserve Univ., Cleveland, Ohio. School of Applied Social Sciences.; Cleveland Foundation, Ohio.; Cleveland State Univ., Ohio. Coll. of Education.
PUB DATE- 25 Sep 85
NOTE- 143p.; Also sponsored by the Olivet Institutional Baptist Church, Cleveland, OH, the City of Cleveland and the United Way Services of Cleveland. For related document, see UD 025 683.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Black Community; *Black Family; *Blacks; Early Parenthood; Elementary Secondary Education; *Family Life; *Family Role; Health; Males; Parent Child Relationship; Socialization; *Sociocultural Patterns; Urban Problems

The keynote speeches and papers presented at the 1985 conference on the black family are collected in this document. Titles (and authors) relating to the conference theme, "We are neither motherless, fatherless, nor childless--we are family,": (1) "The Black Family" (Andrew Billingsley); (2) "Black Men's Perceptions of Their Problems: Implications for the Family" (Lawrence E. Gary); (3) "Project ADEPT as an Approach Toward the Prevention of Teenage Pregnancy" (James C. Young); (4) "The Conspiracy To Destroy Black Boys" (Jawanza Kunjufu); (5) "The Case for the Black Male: A Rebuttal to the Case Against the Black Male" (Charles V. Willie); (6) "Black Male/Female Relationships" (Robert Staples); (7) "Population or People: Setting Up the World for Our Children" (Asa G. Hilliard, III); (8) "The Black Child" (Jean Childs Young); (9) "The Black Woman" (Anne H. Grant); (10) "The Black Family" (Arthur Thomas); (11) "Spirituality: An Essential Component of Black Family Development" (Cindy Beard Tappan); (12) "The Portrayal of the Black Family on Religious and Secular Television Programming: A Comparative Analysis" (Robert Abelman); (13) "Social Skill Development of Black Children: The Family's Role (Gwendolyn Cartledge); (14) "Choosing Quality Child Day Care for the Black Child" (Sharon R. Blue); (15) "Black Families and Older Child Adoptions: Characteristics, Success Rates, and Use of Supports" (Ellen E. Pinderhughes); (16) "Communication Development of the Birth to Three Year Old Child: The Role of the Parent" (Patricia G. MacIntyre, Deanna G. Laurence); (17) "The Black Female Single Parent" (Diane Elliott); (18) "The Pregnant Teenager: A National Catastrophe" (Lolita M. McDavid, Raynorda F. Brown); (19) "A Study of Black Urban Families During Pregnancy in a Medical Setting" (Antonnette V. Graham, Kenneth G. Reeb, Gay Kitson, Mary Ann Weber); (20) "Marriage as a Process: A Blueprint for Success" (Reginald C. Blue); (21) "Women and the New World Order" (Kathleen Geathers); (22) "Cancer Awareness and Prevention in the Black Community" (Vickie Campbell, Joyce Lee); (23) "Controlling the Devastating Effects of Hypertension in the Black Family" (Joyce Lee); and (24) "Social Service and Health Career Networking: A Model for Long-Term Hypertension Tracking in Black Family Target Populations" (Francine P. Hekelman, Charlene A. Walker, L. A. Retallick). (KH)

ED 285 929 UD 025 683

Conference on the Black Family (Cleveland, Ohio, September 25-28, 1985). Conference Report.
PUB DATE- 25 Sep 85
NOTE- 69p.; For related document, see UD 025 682.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Community; *Black Family; *Blacks; Elementary Secondary Education; *Family Life; *Family Role; Health; Mass Media; Older Adults; Religion; Sex Role; Socialization; *Sociocultural Patterns; *Urban Problems
IDENTIFIERS- *Ohio (Cleveland)

The seven papers presented in this document are the products of a Think Tank held concurrently with a 1985 conference on the black family. Approximately 45 representatives of the Greater Cleveland community participated in the Think Tank, which was divided into ten task forces that addressed issues that are critical to the survival and development of the black family. This report presents issues that were identified in the Think Tank and in the overall conference, and each paper includes a list of recommendations which are being disseminated within the Cleveland area to form an action agenda for those who work on behalf of black families. The papers are the following: (1) "The Black Church and the Black Family" (Otis Moss, Jr.); (2) "The Black Man" (Paul Hill, Jr.); (3) "Black Male/Female Relationships" (Paul Hill, Jr.); (4) "The Black Woman" (Janice Hale-Benson and Brenda Y. Terrell); (5) "Education, Child Rearing and Socialization in Black Families" (Janice Hale-Benson); (6) "The Role of the Media in Supporting the Black Family" (Richard L. Jones); and (7) "The Black Elderly in Black Families" (LaVonne Turner). (KH)

ED 285 930 UD 025 720

Morgan, Scott M., Ed.; Colsen, Elizabeth, Ed.
People in Upheaval.
Center for Migration Studies, Inc., Staten Island, N.Y.
REPORT NO.- ISBN-0-934733-16-3

PUB DATE- 87
NOTE- 251p.
AVAILABLE FROM- Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304-1148 ($17.50 hardcover--ISBN-0-934733-17-1; $12.95 paperback--ISBN-0-934733-16-3).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); *Asian Americans; *Coping; *Cultural Differences; Foreign Policy; Immigrants; Laotians; Mexican Americans; *Migrant Problems; Migrant Programs; *Migration; Refugees; Social Integration; Tibetan; Vietnamese People
IDENTIFIERS- Indonesia; Laos

This volume of essays on migration was written primarily by graduate students in the social sciences. The authors, natives of six different countries, discuss population displacement by emphasizing these four themes: (1) the alienation of refugees; (2) the interplay between hosts and newcomers; (3) the consequences of the growth of agencies that deal with refugees; and (4) the processes of uprooting and readjustment. Following an introduction on "Migrants and Their Hosts" (E. Colson), the book contains the following chapters: (1) A Case Study in International Refugee Policy: Lowland Lao Refugees (M. Lacey); (2) Living in a State of Limbo: A Case Study of Vietnamese Refugees in Hong Kong Camps (G. Bousquet); (3) Keeping Refugee Status: A Tibetan Perspective (D. M. De Voe); (4) Refugees and the Structure of Opportunity: Transitional Adjustments to Aid among U.S. Resettled Lao Iu Mien, 1980-1985 (J. Habarad); (5) Control of Contrast: Lao-Hmong Refugees in American Contexts (L. Schein); (6) Dealing with Frustration: A Study of Interactions between Resettlement Staff and Refugees (S. Gold); (7) Transformations in Perception of Self and Social Environment in Mexican Immigrants (M. Suarez-Orozco); (8) Assimilation Patterns of Koreans in the United States (E. Kim); (9) Rusticating Chinese Educated Youth: Adaptation Processes (W. Chao); (10) Transmigration Policies in Indonesia: Government Aims and Popular Response (O. Abdoellah); and (11) Regressivism in the Progressive Era: Immigrants, Eugenists, and Ethnic Displacement (S. Morgan). (VM)

ED 285 931 UD 025 721

George Washington High School Biliteracy Skills Development Program 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 54p.; Prepared by the OEA Bilingual Education Evaluation Unit. For related doucments, see ED 269 523 and ED 270 544.
GRANT- G00-830-2655
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Acculturation; *Bilingual Education Programs; *Dominicans; English (Second Language); High Schools; Hispanic Americans; Immigrants; *Literacy Education; Native Language Instruction; *Program Effectiveness; Urban Education
IDENTIFIERS- *New York (New York)

The Biliteracy Skills Development Project at George Washington High School (New York, New York) completed its final year of a three-year funding cycle in June 1986. Using a mini-school structure, the program sought to enable students to develop oral proficiency in English and literacy skills in both English and Spanish through intensive language instruction. The program served 221 students, most of whom were semi-literate (in Spanish) recent arrivals from the Dominican Republic. Students received intensive English as a Second Language (ESL) instruction, native language skills instruction, and bilingual instruction in content areas. Efforts were made to keep curricula and materials in the program courses parallel with those of mainstream courses, and the program included staff support (e.g., computer training) and parent education. In 1985-86, the project underwent several personnel and curriculum changes. A Literacy Assistance Project (LAP) was launched to plan further improvements in George Washington's bilingual education program. An evaluation of this year found that students were making good progress as a result of their involvement in the intensive language component of the program, and all program instructional goals were met. Bilingual students were considered better motivated and had better school attendance records than mainstream students, and the bilingual program received recognition within and outside the school for its student achievement. This evaluation report includes recommendations for improving the program's effectiveness and four appendices providing data on staff and course characteristics. (KH)

ED 285 932 UD 025 722

Project CAREERS, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 42p.; Prepared by the OEA Bilingual Education Evaluation Unit. For related documents, see ED 270 515 and ED 272 607.
GRANT- G00-830-2145
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Career Education; Chinese Americans; *English (Second Language); Haitians; High Schools; Hispanic Americans; *Native Language Instruction; *Parent Participation; *Program Effectiveness; Urban Education
IDENTIFIERS- New York (Queens)

In 1985-86, Project CAREERS was in its third and final year at three Queens, New York, high schools. The project's goal was to help limited English proficient (LEP) students acquire proficiency in English while they developed reading and writing skills in their native languages. This goal was pursued through instruction in English as a second language (ESL) and native language arts, and bilingual instruction in mathematics, science, and social studies. The project served a total of 293 Hispanic, Chinese and Haitian LEP students at three Queens high schools. In addition to basic instructional goals, Project CAREERS aimed to teach basic skills in health-, law-, and business-related subjects, and to foster a positive career orientation. Title VII funds supported administrative and support staff positions, including a resource teacher and paraprofessional located at each site. Two of the schools were provided with a resource room for the project's career-oriented component. In 1985-86, the adaptation of curricular materials designed to parallel the mainstream program was in progress, and a series of training sessions for staff members was held. Each school established the proposed ESL/Americanization classes for parents, and parent advisory councils were established at each site. Instructional objectives were reached in English language achievement, but below the stated criterion for the program. This evaluation report includes recommendations for future programs serving similar populations. (KH)

ED 285 933 UD 025 723

School District Consolidations Amendments of 1985. Hearing before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary, House of Representatives, Ninety-Ninth Congress, First Session on H.R. 527.
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
PUB DATE- 25 Jul 85
NOTE- 71p.; Serial No. 107.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Busing; Community Control; *Consolidated Schools; *Court Role; *Desegregation Methods; Educational Legislation; Elementary Secondary Education; *Federal Government; Federal Legislation; Hearings; Migration; Parent Rights; Public Policy; *School Desegregation; School District Autonomy; Whites
IDENTIFIERS- Congress 99th; Proposed Legislation

Testimony and proceedings of a hearing on the School District Consolidation Amendments of 1985 are presented in this document. The proposed bill would restrict the ability of Federal district courts to order remedies involving the consolidation of school districts in school desegregation cases. The following are included: (1) a statement in support of the bill by Representative Tommy F. Robinson, who argues against the intrusion of courts into local authorities' attempts to formulate their own desegregation policies; (2) a statement by Debbie Shamlin, chairperson of Parents Against Consolidation in Little Rock, Arkansas; (3) testimony from representatives of the North Little Rock Parent Teacher Association; and (4) a paper by Professor Herbert J. Walberg entitled "Threats of Metropolitan Consolidation to Educational Quality," which presents an overview of research on the harmfulness of consolidation and a consideration of beneficial alternatives. (KH)

ED 285 934 UD 025 724

A Study of the Attendance Improvement/Dropout Prevention Program in the City of New York, 1986-87.

New York State Education Dept., Albany. Office of Elementary, Secondary, and Continuing Education.

PUB DATE- 15 Mar 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; *Attendance Patterns; Community Organizations; *Dropout Prevention; Educationally Disadvantaged; Elementary Secondary Education; Homeless People; *Nontraditional Education; Pregnant Students; *School Holding Power; Special Education; Urban Education

The Attendance Improvement/Dropout Prevention (AI/DP) Program is a six-component program involving selected high schools, middle schools, elementary schools and nontraditional school settings in New York City. This study of the program included site visits, examination of student records, staff interviews, and analyses of information from the student data base. Findings and recommendations for the six program components include the following: (1) the facilitation component was in place but needed more definition of roles and responsibilities; (2) the attendance outreach services were well installed but there was a lack of unity and coordination between the city-funded and AI/DP staffs which might be produced by holding regular staff meetings; (3) guidance and counseling services were offered but could be improved with staffing adjustments and home visits; (4) health services were uniform across populations and screening for physical defects was promptly completed; (5) linkages between school levels were being redesigned and should include a year long series of experiences; and (6) the alternative education component was implemented unevenly and better coordination and full implementation are needed. Graphs and tables accompany the presentation of data. Two appendices present information about limited English proficient students and long term absentees. (VM)

ED 285 935 UD 025 725

Larson, Donald K.

Employment Growth Helps Some but Not All Nonmetro Households: A Case Study in 10 Georgia Counties. Rural Development Research Report No. 67.

Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.

PUB DATE- Jul 87
NOTE- 31p.
AVAILABLE FROM- National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 (paper copies $10.00, microfiche $6.50, $3.00 handling charge per order).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Employment; Economic Factors; *Economic Progress; *Employment Opportunities; Employment Problems; *Family Income; *Poverty; *Rural Areas; Rural Economics; Socioeconomic Status; Wages; Whites
IDENTIFIERS- *Georgia

Rapid employment growth in a 10-county nonmetro area in southern Georgia provided jobs, but not for most longer term resident households whose head lived in the area during the years from 1976 through 1981. Despite the area's impressive job growth during these years only 20% of the long term resident households had more workers in 1981 than in 1976, and only 27% had a stable economic history. Their average income levels fell. The 1976-81 income gap was stable between households headed by the elderly and nonelderly, between blacks and whites, and between males and females. Employment did not assure escape from poverty and did not reduce the area's overall poverty rate. Age or disability kept many of the poor from working. Most working poor households were headed by blacks whose weekly wages were far below those of whites. A few poor households benefitted from the area's expanding job opportunities, but as many households entered poverty as escaped poverty. Factors, other than employment, which increased income were: (1) household size; (2) number of household members working; (3) hours worked; (4) real weekly wages; (5) education; (6) health status; and (7) other sources of income. This case study report includes a 57-item list of references and an appendix which describes the analysis procedures used in the study. (Author/VM)

ED 285 936 UD 025 726

Project COPE, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 40p.; Prepared by the OEA Bilingual Evaluation Unit. For related documents, see ED 270 513 and ED 271 540.
GRANT- G00-830-2147
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Career Education; *English (Second Language); Haitians; High Schools; Hispanic Americans; Immigrants; Italian Americans; *Native Language Instruction; Program Administration; *Program Effectiveness; Urban Education
IDENTIFIERS- *New York (Bronx); *New York (Brooklyn)

In its final year of funding, Project COPE provided instruction in basic skills and career development to 388 students of limited English proficiency (LEP) in grades 9 through 12 at three sites in Brooklyn and the Bronx: 150 Hispanics at John F. Kennedy High School, 150 Haitians at Prospect Heights High School, and 88 Italians at Christopher Columbus High School. The project was centrally administered, but the project's style of functioning at each site was influenced by the attitudes of the staff, the characteristics and needs of students, and other factors. This year's major change occurred at Prospect Heights, where a new assistant principal for foreign languages was given responsibility for administering the project. Prospect Heights was adversely affected by the shortage of both Haitian Creole-speaking teachers and texts, but nonetheless the program there has undergone promising improvements. At Kennedy, the project was integral to the bilingual education department, but at Christopher Columbus non-project-related staff voiced skepticism about the project, and it was the only school which did not offer native language instruction. The different sites varied in meeting program student achievement goals, and the dropout rate of program students was virtually zero. The following recommendations might improve future multi-site programs: (1) selected schools might be closer to one another and/or might serve students from the same language group; and (2) funds for continuing COPE-like services should be raised to meet the needs of the continuing influx of Spanish-speaking students at Kennedy and Prospect Heights. (KH)

Sarah J. Hale High School Project BEAM-UP, 1985-86. OEA Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 26p.; Prepared by the OEA Bilingual Evaluation Unit. For a related document, see ED 245 041.
GRANT- G00-830-3738
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Attendance; *Bilingual Education Programs; Bilingual Students; Criterion Referenced Tests; English (Second Language); Haitian Creole; Haitians; High Schools; *Limited English Speaking; *Native Language Instruction; Spanish; Urban Education

Project BEAM-UP offers English as a second language (ESL), native language arts, and bilingual content-area instruction to students of limited English proficiency (LEP) in grades 9 through 12 at Sarah J. Hale High School in Brooklyn, New York. The student participants speak Spanish or Haitian Creole. The goal of the program is to help these students improve their English skills so that they can participate in mainstream courses. This report describes the project and assesses the achievement gains of the 251 students served during the third program year, 1985-86. The major findings are the following: (1) students surpassed the monthly mastery objectives of the criterion tests; (2) students showed statistically significant gains in English reading achievement; (3) a 70% passing rate in native language arts was achieved by Haitian Creole-speaking students; (4) the passing rates for program students were higher than those of mainstream students in math and science; (5) 71% of the students enrolled in business/vocational courses achieved the 65% passing criterion; and (6) the attendance rate of program students was significantly higher than the schoolwide rate. The program could be improved by lowering the class size and by reconstructing the classroom walls to lower the noise level. Five tables of statistics are included in the report. (VM)

ED 285 938 UD 025 728

Findings on Current AFDC Work Programs and Implications for Pending Legislation. Statement of Joseph F. Delfico, Senior Associate Director, Human Resources Division. Testimony before the Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/T-HRD-87-12
PUB DATE- 30 Apr 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Employment Opportunities; *Employment Potential; Employment Problems; *Government Role; High Risk Persons; Job Applicants; Job Search Methods; *Public Policy; Public Support; Social Services; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children

A study of work programs for Aid to Families with Dependent Children (AFDC) recipients in 38 states showed that these programs serve a minority of the recipients. They are providing mainly low cost services minority of the recipients. They are providing low cost services such as job search assistance to those people who need the least help in entering the work force. The programs do not solve the employability problems of those with little education or work experience. The current multiplicity of program authorizations within Title IV of the Social Security Act results in division of responsibilities, duplication of effort, complex and conflicting regulations, and unintentional incentives created by disparate funding levels. This testimony recommends that Congress consider legislation that: (1) encourages states to target AFDC recipients who are most at risk for long welfare stays; (2) encourages states to provide more intensive support services such as remedial education; (3) encourages the provision of more support services during and after participation in a work program; (4) provides for performance standards that reflect gains in employability; (5) consolidates the multiplicity of AFDC work programs into one comprehensive program; and (6) requires the collection of standardized information about participants, activities, and outcomes. (VM)

ED 285 939   UD 025 729

Gaston, John C.

Physician, Heal Thyself: A Prescription for the Recovery of the African-American Community.

PUB DATE- Mar 87

NOTE- 14p.; Paper presented at the Annual National Conference on the Black Family in America (14th, Louisville, KY, March, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Community; Black Education; Church Programs; Community Control; *Economic Development; *Educational Change; Neighborhood Improvement; Quality of Life; Residence Requirements; *Self Help Programs; Social Change

Blacks have spent much time and energy "filling other people's pockets" (as Margaret Walker has said) but have not addressed the needs of their own community. Black communities are in a state of deterioration for which the treatment must be self-help. In this paper the example of an unhealthy organism is used as a metaphor for prescribing a cure for the ills of the black community. The suggested remedies are educational improvements and economic development generated from inside the community. Curing the educational crisis will require: (1) courses on black history; (2) the use of church activities as a base to teach, develop skills, and engender self-confidence; and (3) the fusing of education with social activities which include African-American history as part of their agenda and which use creative approaches for presenting the material, including multi-media presentations and awards. Poor personal spending habits have caused the erosion of the economic base in the black community. To insure the stabilization and growth of the community, persons who receive their income from the community must be residents of it and those who profit from the community must reinvest 10 percent of their profits back into it. The integration of business and professional persons into the community will result in better police protection, a lower crime rate, and more quality housing, as well as providing role models and work opportunities for youth. (VM)

ED 285 940 UD 025 733

The Proposed Bilingual Education Act Amendments of 1987. Perspectivas Publicas. Issue Brief.

National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

PUB DATE- 2 Jul 87
NOTE- 15p.; For related documents, see UD 025 734-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Expenditures; *Federal Legislation; Financial Support; *Hispanic Americans; Limited English Speaking; Special Programs
IDENTIFIERS- Bilingual Education Act 1984; *Congressional Bills; Proposed Legislation

Ten bills have been introduced in Congress in 1987 to amend the Bilingual Education Act. Five of these are similar to legislation introduced in 1985, and they are not expected to be acted upon. The remaining five had been acted upon and are as follows: (1) S.1238 which is designed to increase the proportion of existing funds in the Bilingual Education Act for English-only programs and to place a three-year enrollment limit on programs of transitional bilingual education and special alternative instruction; (2) H.R. 5 which would reauthorize the Bilingual Education Act for five additional years with only minor changes; (3) H.R. 2088 which would allow Family English Literacy Programs to include instruction to enable aliens to meet the English language and civics requirements pursuant to the Immigration Control and Reform Act of 1986; (4) H.R. 1755 which would improve services provided for limited-English proficient children; and (5) S.857 which would increase funding in English-only programs for limited-English proficient children while decreasing funding for bilingual programs. (VM)

ED 285 941 UD 025 734

School Enrollment Trends: 1981-1985. Perspectivas Publicas. Issue Brief.

National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

PUB DATE- Jul 87
NOTE- 14p.; For related documents, see UD 025 733-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Educational Attainment; Elementary Secondary Education; *Enrollment Projections; *Enrollment Rate; Equal Education; *Hispanic Americans; *Population Trends; *School Demography; School Effectiveness

Using 1985 school enrollment data for persons 3 to 34 years old, this report discusses increases and decreases in overall enrollments by race and ethnicity. Data on school completion rates are also presented. They reveal that the Hispanic population of 3- to 24-year-olds is growing at a faster rate than either Blacks or Whites, and thus becoming a larger proportion of each age cohort and of each grade level. The analysis also reveals that Hispanic 3- to 4-year-olds and 17- to 24-year-olds are proportionately less likely to be enrolled in school than either Blacks or Whites. This rapid growth of Hispanics at all school age levels will continue to place demands on an educational system which in many instances is not adequately serving Hispanic children. The need for a more appropriate education for Hispanics will continue to increase; the gap in educational attainment between Hispanic and other Americans must be eliminated. This report contains four figures in which demographic data are presented in percentages. (Author/VM)

ED 285 942 UD 025 735

H.R. 5 and Hispanic Educational Concerns: An Overview of the School Improvement Act of 1987. Perspectivas Publicas. Issue Brief.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE- 11 Jun 87
NOTE- 16p.; For related documents, see UD 025 733-734.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Educational Finance; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Expenditures; *Federal Legislation; Financial Support; *Hispanic Americans; Limited English Speaking
IDENTIFIERS- Bilingual Education Act 1984; *Congressional Bills; Education Consolidation Improvement Act Chapter 1; Proposed Legislation

The School Improvement Act of 1987, H.R. 5, has been approved in the House of Representatives. This bill reauthorizes 14 existing federal elementary and secondary programs and creates a new program for gifted and talented children's education. The majority of the programs in H.R. 5 are designed to improve services for educationally disadvantaged children. The two major programs being reauthorized are Chapter 1 and Bilingual Education. For the first time the Chapter 1 program will provide for the participation of children and parents who are limited English proficient (LEP) and will provide special services for preschool children and secondary school students. A serious concern in H.R. 5 is the funding priority given to English-only programs for LEP children. Despite a body of research that indicates that programs making no use of a child's native language are the least effective in promoting language acquisition and subject matter competency, the majority of new funds will be awarded to these programs. The existing federal support for truly bilingual programs will continue at its present level. Actual enactment of this legislation is not expected until 1988. (VM)

ED 285 943 UD 025 736

Johnson, Jessie
Adaptation of Curriculum, Instructional Methods, and Materials Component Instructional Aide Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 86
NOTE- 49p.; For an earlier evaluation report, see ED 247 317.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; *Educational Improvement; Educationally Disadvantaged; Elementary Education; *Inservice Education; Instructional Improvement; *Kindergarten; *Language Arts; Reading Readiness; Reading Skills; *Teacher Aides
IDENTIFIERS- *Columbus Public Schools OH

During the 1985-1986 school year the Instructional Aide Program served 2,370 pupils in kindergarten and first grade in the Columbus Public Schools. The program provided educational support for underachieving pupils by training and placing 124 aides in the classrooms of 227 teachers. The aides provided direct instruction to pupils under the supervision of the teachers. Emphasis was placed on oral language, written language, and reading skills. These three targeted areas were the focus of inservice training sessions for the aides. Pretest and posttest scores were analyzed for pupils who attended at least 118 days (80%) of the program. The results showed that the objective of raising each child's score one point for every month of instruction was met in the kindergarten component where the average gain per month was 2.1 points. The first grade component did not meet the growth objective since the average gain per month was 0.2 points. However, teacher ratings showed that the skills of targeted pupils were substantially enhanced by the instructional aides. Thirteen tables present graphic displays of the data in this report. The survey instruments used in the study are included in the appendix. (VM)

ED 285 944 UD 025 738

Jones, Lyle V.
Achievement Trends for Black School Children, 1970-1984.
North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.

PUB DATE- 8 May 87
NOTE- 22p.; Paper presented at a Colloquium of the Yale Bush Center and Yale Child Study Center (New Haven, CT, May 8, 1987). Charts may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Black Students; Differences; Economically Disadvantaged; *Educational Trends; Elementary Secondary Education; Longitudinal Studies; *Mathematics Achievement; Racial Differences; *Reading Achievement; Regional Characteristics; Rural Urban Differences

This paper analyzes data on trends of black student achievement from the National Assessment of Educational Progress (NAEP). Focus is placed on reading and math. Eleven graphs are provided and analyzed to discern trends for population estimates of average reading and math achievement scores for black and white school children at ages 9, 13, and 17. Among the major findings are the following: (1) while average differences between achievement scores for white and black students remain large, their size has diminished somewhat, particularly for cohorts born more recently than 1964; and (2) trends in white-black differences in reading performance differ negligibly by region of the country, but do display some differences by type of community. The greatest narrowing of the gap has occurred for rural children, for whom initially the differences were largest. In the most recent assessment in 1984, a reversal of trend occurs for rural as well as for disadvantaged urban children, especially for 9-year-olds, showing the impact of increased black unemployment and poverty and the low priority the Federal administration places on programs for the needy and on civil rights issues. (KH)

ED 285 945 UD 025 739

Deane, Agnes S.
Development and Implementation of a Plan for Improving Classroom/School Behavior in an Inner City School. Practicum Report.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
PUB DATE- 86
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Black Students; *Cultural Differences; Elementary Education; *Inservice Teacher Education; Social Differences; *Teacher Attitudes; *Teacher Improvement; *Teacher Student Relationship; *Urban Schools

This report describes the development and implementation of a program to assist new teachers at an inner-city school in feeling more comfortable and competent working with their students. The hypothesis was that through this competence, more opportunities for student learning would take place. The report is divided into five sections. Section 1 describes the community of the elementary school where the practicum was implemented. Section 2 describes the problems faced by beginning teachers at inner city schools and presents an overview of literature on this topic. Section 3 outlines the anticipated outcomes and evaluation instruments of the program strategy. Section 4 describes how the strategy was carried out through a series of in-service sessions, classroom observations, and conferences with the new teachers. Section 5 presents results, conclusions, and recommendations. The plan resulted in an increase in self-confidence in the new teachers, less disturbance for fellow teachers, and improvement in students' classroom behavior and learning. Three recommendations are presented: (1) new teachers to an inner-city school should establish some rapport with an experienced teacher; (2) anyone assisting the teacher should preferably be from another school with a similar population; and (3) several observations should be set up for the new teacher so he or she can see what really needs to occur in a classroom. Development, implementation, and evaluation materials are appended. (KH)

ED 285 946 UD 025 740

Orfield, Gary; And Others
School Segregation in the 1980's: Trends in the United States and Metropolitan Areas. A Report by the National School Desegregation Project.

SPONS. AGENCY- Joint Center for Political Studies, Washington, D.C.
PUB DATE- Jul 87
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; *Blacks; Busing; *Desegregation Plans; Elementary Secondary Education; *Enrollment; Ethnic Distribution; *Hispanic Americans; Metropolitan Areas; Public Policy; Public Schools; *Racial Integration; Regional Characteristics; *School Desegregation

The segregation of blacks in American public schools has changed little since 1972. During the same period of time there has been a constant growth in the segregation of Hispanics in schools. No branch of the Federal Government has taken any policy initiatives toward desegregation since 1971. This report presents information concerning the status of minority enrollment in schools by state and by metropolitan area. The major findings are the following: (1) states with the greatest integration of blacks typically have extensive court orders requiring busing; (2) states in which blacks are most segregated have fragmented school districts within large metropolitan areas and no city-suburban desegregation plan; (3) a few states experienced a modest reduction in segregation due to state government monitoring of desegregation; (4) the northeastern United States is the most segregated region; and (5) in locations where Hispanic populations are concentrated there are no widely implemented desegregation plans. Little data are available for the rapidly growing Asian population, but national statistics show that Asian students are typically attending well integrated schools with white majorities. Further examination of the accomplishments and the challenges of school desegregation is needed at the national level of policy making. (VM)

ED 285 947 UD 025 741

Hyre, James G.
Progress in Education: A Report to the Community, 1985-1986.
Columbus Public Schools, Ohio.
PUB DATE- Oct 86
NOTE- 693p.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Adult Students; *Basic Skills; Comparative Testing; *Educational Testing; Elementary Secondary Education; *Mathematics Achievement; Nontraditional Education; Norm Referenced Tests; *Reading Achievement; Special Degree Programs; Student Evaluation; Urban Education
IDENTIFIERS- *Columbus Public Schools OH; Comprehensive Tests of Basic Skills

The Columbus (Ohio) Public Schools administers the Comprehensive Tests of Basic Skills (CTBS) districtwide to document the learning which has occurred and to guide classroom teachers and administrators as they establish curricula which is responsive to student needs. This report presents the results from the tests administered in April, 1986 to all Columbus Public School students. Among the major findings were the following: (1) in comparison to spring 1985 the scores of the average student are higher for every test at every grade level; (2) the score of the average student was at or above the 50th percentile on 38 of the 50 tests administered; and (3) in grades four, five, and seven the score of the average student was above the 50th percentile on every test. Progress reports for each school during the 1985-86 school year are included. The reports are grouped according to school levels: senior high schools, career centers, adult centers, middle schools, elementary schools, and special schools. Preceding the school reports, a summary of staff data by school levels is provided. For elementary schools, middle schools, and high schools test data are reported by percent of students scoring in low, average, and high percentile categories for total mathematics and total reading. In addition, the average national percentile score for each grade at the school and districtwide level is presented. (PS)

ED 285 948 UD 025 742

Arthur, W. Brian; Espenshade, Thomas J.

U.S. Immigration Policy, Immigrants' Ages, and U.S. Population Size.

Urban Inst., Washington, D.C.

SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
REPORT NO.- PDS-87-1
PUB DATE- Jun 87
NOTE- 19p.; Prepared as part of a larger project," Study of the Impacts of Immigration in California."
AVAILABLE FROM- Library/Information Clearinghouse, The Urban Institute, 2100 M Street, N.W., Washington, DC 20037 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age; *Birth Rate; *Immigrants; Population Growth; *Population Trends; Public Policy
IDENTIFIERS- Immigration; *Population Stability

If U.S. birthrates remain below the replacement level and are relatively constant, and if immigration is constant both in total numbers and age-sex composition, population size will eventually become stationary, according to this policy discussion paper. Moverover, varying the constant annual number of immigrants produces an equal proportionate change in the size of the resulting stationary population. A third, often overlooked factor that can affect stationary population size is changes in immigrants' ages. Projections of the 1980 population that assume the admission of 560,000 U.S. immigrants each year show that the ultimate stationary population contains 14.4 million people if immigrants are admitted only at ages 50 to 54. But when all immigrants are admitted at ages 10-14, the resulting stationary population is 328.3 million. Thus, age at admission makes a large demographic difference--in this case, a size difference of almost 23 to 1. The intuitive reason for the large difference is that 50-year-old migrants are too old to contribute descendants born in their new country. Teenage migrants, on the other hand, contribute not only themselves but also descendants, and their descendants will in turn further reproduce. To the degree that national policy wants to use immigration to build up population size or allow it to decrease, policy could take more account of immigrants' ages. Data are presented in the text and on tables and graphs. List of references and related titles are appended. (Author/RH)

ED 285 949　　　　　　　　　　　　　　UD 025 743

Food Stamp Program: Trends in Program Applications, Participation, and Denials. GAO Briefing Report to the Honorable Leon E. Panetta, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/RCED-87-80BR
PUB DATE- Apr 87
NOTE- 28p.
CONTRACT- B-217883
AVAILABLE FROM- U.S. General Accounting Office, PO Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; over 5, $2.00 ea.; discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; Eligibility; *Federal Programs; Federal State Relationship; *Poverty Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Food Stamp Program

This briefing report provides information on recent trends in: (1) the number of households applying for food stamp benefits; (2) the number of households participating in the Food Stamp Program; and (3) the percentage of households whose food stamps were improperly denied or terminated. The data were reported by the 50 U.S. states, the District of Columbia, Guam, and the U.S. Virgin Islands to the Department of Agriculture's Food and Nutrition Service. Section 1 of the report describes the study background and objectives; section 2 presents statistics and analysis. Major findings, based on data available as of February 23, 1987, include the following: (1) the number of households applying for food stamps, nationwide, declined from about 16.8 million in fiscal year 1983 to about 6 million in fiscal 1985--a decline of about 25 percent. The percentage of applications approved and denied remained relatively constant at about 80 and 20 percent, respectively. (2) The total estimated number of households participating in the program nationwide declined from about 13.7 million in 1983 to about 12.8 million in 1985--a 7 percent decline. Participation increased in 11 states, while 42 states experienced declines. (3) The percentage of cases in which households' benefits were reported by the states as improperly denied or terminated declined from 1980 through 1985. State-by-state, improper denials or termination over this period ranged from zero in Delaware to over 11 percent in Washington State (1984 and 1985) and the District of Columbia (1981). Data are presented in the text and in tabular form. Appendices include comments about this report from the Department of Agriculture and General Accounting Office and a list of major contributors to this report. (KH)

ED 285 950 UD 025 744

Foster, Herbert L.
Ribbin', Jivin', and Playin' the Dozens: The Persistent Dilemma in Our Schools. Second Edition.
REPORT NO.- ISBN-0-88410-982-8
PUB DATE- 86
NOTE- 360p.
AVAILABLE FROM- Ballinger Publishing Co., 54 Church St., Cambridge, MA 02138 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTORS- *Behavior Patterns; Black Culture; *Black Youth; Body Language; Discipline; Elementary Secondary Education; *Games; *Lower Class; Males; Middle Class Standards; *Social Differences; Speech Communication; Urban Education; *Verbal Communication

Lower-class black street corner behavior is present in the inner city and in nonschool settings. This language and behavior is misunderstood by middle-class whites, especially teachers, to the point that effective communications are seriously hampered in urban schools. Efforts to educate minority students will fail significantly until teachers and other school personnel begin to understand the confrontational style and game-playing rules of street corner lifestyle. This book discusses street corner language and behavior in detail and suggests ways of dealing with such behavior in educational settings. The following nine chapters are included: (1) Why Ribbin' Is Even More Important Today; (2) Getting It Off My Chest; (3) The Unrecognized Dilemma of All of Our Schools; (4) A Historical Perspective Concerning Inner City and Lower Economic Conditioning Experiences; (5) Jive Lexicon and Verbal Communication; (6) Ribbin', Jivin', and Playin' the Dozens: Classroom Contests; (7) Discipline; (8) Communicating through Dress and Personal Grooming; and (9) Summing Up. This book concludes with information about the author. (VM)

ED 285 951 UD 025 745

Fawcett, James T., Ed.; Carino, Benjamin V., Ed.
Pacific Bridges: The New Immigration from Asia and the Pacific Islands.
Center for Migration Studies, Inc., Staten Island, N.Y.; Hawaii Univ., Honolulu. East-West Center.
REPORT NO.- ISBN-0-934733-09-0
PUB DATE- 87
NOTE- 489p.
AVAILABLE FROM- Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Asian Americans; Foreign Countries; Immigrants; Migrant Problems; *Migration; Migration Patterns; *Pacific Americans; Population Trends; *Refugees; Residential Patterns
IDENTIFIERS- *Pacific Islanders; *Southeast Asians

The following papers are collected in this anthology of research on East-West international migration: (1) "International Migration and Pacific Basin Development" (James T. Fawcett and Benjamin V. Carino); (2) "The Global Picture of Contemporary Immigration Patterns" (Mary M. Kritz); (3) "One Field, Many Views: Competing Theories of International Migration" (Alejandro Portes); (4) "International Relations and Asian Migrations" (Michael S. Teitelbaum); (5) "Contrasting Patterns of Asian Refugee Movements: The Vietnamese and Afghan Syndromes" (Astri Suhrke and Frank Klink); (6) "The Changing Face of Asian Immigration to the United States" (Fred Arnold, Urmil Minocha, and James T. Fawcett); (7) "Southeast Asian Refugee Migration to the United States" (Linda W. Gordon); (8) "The Asian and Pacific Island Peoples of Australia" (Charles A. Price); (9) "New Zealand's Admission of Asians and Pacific Islanders" (Andrew D. Trlin); (10) "Asian Immigrants to Canada" (Daniel Kubat); (11) "Asian Americans: Growth and Change in the 1970s" (Peter S. Xenos, Robert W. Gardner, Herbert R. Barringer, and Michael J. Levin); (12) "The Future Asian Population of the United States" (Leon F. Bouvier and Anthony J. Agresta); (13) "The Philippines and Southeast Asia: Historical Roots and Contemporary Linkages" (Benjamin V. Carino); (14) "Korea and East Asia: Premigration Factors and U.S. Immigration Policy" (Illsoo Kim); (15) "South Asian Immigrants: Trends and Impacts on the Sending and Receiving Societies" (Urmil Minocha); (16) "Paradise Left? Pacific Island Voyagers in the Modern World" (John Connell); (17) "Impacts of Emigration on Sending Countries (Benjamin V. Carino); (18) "Documenting Immigration: A Comparison of Research on Asian and Hispanic Immigrants" (Teresa A. Sullivan); and (19) "Explaining Diversity: Asian and Pacific Immigration Systems" (James T. Fawcett and Fred Arnold). Also included in the book are 10 figures and 57 tables demonstrating immigration patterns. (KH)

ED 285 952 UD 025 747

Lynch, James
Prejudice Reduction and the Schools.
REPORT NO.- ISBN-0-89397-283-5
PUB DATE- 87
NOTE- 193p.
AVAILABLE FROM- Nichols Publishing Co., P.O. Box 96, New York, NY 10024.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Attitude Change; Cross Cultural Training; Cultural Pluralism; *Curriculum Development; Educational Environment; Educational Resources; Elementary Secondary Education; Foreign Countries; *Mental Rigidity; *Multicultural Education; *Racial Bias; School Role; Self Concept; *Staff Development
IDENTIFIERS- *Great Britain

This book sets prejudice reduction at the center of democratic school responses to cultural diversity. It provides information which will help teachers achieve a greater awareness of their own values and extend their professional objectives to eliminating prejudice. The book begins by discussing the tenacity and complexity of racial and other prejudices, taking into account four major influences: personality, social structure, culture, and environment. The book identifies a flexible model for systematizing the process of prejudice reduction, elaborating the case for both whole-school and whole-curricular policies. The curricular rationale proposed comprises seven major elements. Based on a scan of the literature, these elements are translated into a discussion of 12 key exemplary teaching approaches, setting forth their strengths, weaknesses, and proven potential in achieving attitude change. The book also attempts to identify the dynamic factors found in schools effective in reducing prejudice. The central role of material resources and continued professional development are discussed, and content, strategy, and principles are proposed. Examples from Great Britain are provided. (PS)

ED 285 953 UD 025 748

Superintendent's Management Information Center, School District of Philadelphia, 1986-1987.

Philadelphia School District, PA. Office of Planning, Research and Evaluation.

REPORT NO.- SDP-8711
PUB DATE- 87
NOTE- 646p.; For 1985-1986 data, see ED 284 931.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Administrator Characteristics; *Attendance; Data; *Early Childhood Education; Educational Environment; Elementary Secondary Education; High School Graduates; *School Statistics; *Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Philadelphia School District PA

This report provides district administrators with the following information about schools and districts in the Philadelphia Public School System: (1) student characteristics; (2) staff characteristics; (3) attendance data; (4) program data; (5) student performance variables; and (6) graduate data. The report is organized into four sections. The first provides summary data for the city and for individual districts within the city. The second organizes the schools by district and provides information on each elementary, middle, and high school as well as on specialized schools within the district. The third provides information on detached early childhood centers. The final section contains appendices with a district map, glossary of terms and computations, data sources, and an index. (PS)

ED 285 954 UD 025 749

Educational Achievement: Explanations and Implications of Recent Trends.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

REPORT NO.- CBO-76-0-87-1
PUB DATE- Aug 87
NOTE- 118p.; For the publication "Trends in Educational Achievement," see ED 284 941.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Rating; Achievement Tests; *Data Interpretation; *Educational Trends; *Social Influences; Standards; Statistical Analysis; *Test Interpretation
IDENTIFIERS- Test Score Decline

This report analyzes possible causes of current trends in educational achievement and discusses implications for policy. It uses data described in the publication "Trends in Educational Achievement," a Congressional Budget Office study released in April 1986, which assessed data about trends in test scores. This report begins with a discussion of the current controversy about achievement and goes on to describe the methods and problems of collecting and using test scores as measures of achievement. Next the report discusses approaches to explaining achievement trends. The longest section of the report discusses possible causes of those trends, among which are the following: (1) the changing ethnic composition of the school-age population; (2) increasing family size; (3) a watering down of course content in secondary schools; (4) changes in the amount of homework done by high school students; (5) Title I/Chapter 1 programs; (6) desegregation; and (7) changes in students' use of alcohol and other drugs. Also discussed are factors which probably did not contribute to the trend, such as state graduation standards. The report then evaluates educational policies and recommends ways of improving educational achievement. An appendix is included which summarizes evidence pertaining to the contributions of specific factors to test score trends. (PS)

ED 285 955 UD 025 750

Bloom, Joan R.; And Others

Cancer Awareness and Secondary Prevention Practices in Black Americans: Implications for Intervention.

California Univ., Berkeley.

PUB DATE- 86

NOTE- 31p.; Produced in conjunction with the Oakland Cancer Control Program.

AVAILABLE FROM- Joan Bloom, 409 Warren Hall, University of California, Berkeley, CA (single copy free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Attitudes; *Blacks; *Cancer; Health Education; *Health Needs; High Risk Persons; Influences; *Medical Services; Prevention; Socioeconomic Influences; Whites

IDENTIFIERS- *Health Attitudes

The morbidity and mortality rates for cancer are higher for blacks than for whites. The following three contending theories offer possible explanations for these rates: (1) the histology types among cancers of the same site are distributed differently for blacks and whites; (2) there is increased susceptibility in lower social classes, of which many blacks are members; and (3) early detection of cancer is less frequent among minority populations. The latter explanation shows the necessity for developing educational interventions to increase cancer awareness. To design these interventions and to assess the community understanding of cancer, a survey on cancer awareness was conducted. The findings were the following: (1) knowledge of cancer warning signs was high; (2) myths about cancer and its treatment were believed slightly more by women than men; (3) there was optimism that a cure would be found; and (4) cancer-related medical care behavior was fair to good. These findings imply that interventions are needed to demystify cancer, to increase the involvement of medical personnel in early detection, and to develop continuing education programs especially for older people. This paper includes a list of 23 references and 9 tables of statistics. (VM)

ED 285 956 UD 025 754

Rabb, Harriet; And Others
Promoting Integration in the New York City High Schools.
Columbia Univ., New York, NY. Columbia Law School.
PUB DATE- Jul 87
NOTE- 125p.; Education Law Project, Columbia Law School. Some exhibits contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Bias; Court Litigation; *Educational Discrimination; Educational Legislation; Equal Education; High Schools; *High School Students; Minority Groups; School Demography; Urban Schools; Whites
IDENTIFIERS- *New York (New York)

Only 20 percent of high school students in New York City experienced an integrated education in 1985. The Board of Education, in 1976, implemented a policy which designated some high schools as targets for maintenance of 50 percent white student populations. Since this policy was enacted, the proportion of white students in the total school population has dropped significantly. The whites that are left in the system are enrolled mostly in the 20 targeted schools while the other 76 high schools have become increasingly more segregated. At present the targeting policy is unconstitutional since the education for minorities who do not attend these "protected" schools is not of comparable quality with the education of those who do. The education of minority youngsters is deteriorating as they are assigned away from the schools offering better conditions of education and better educational opportunities. The policy must be evaluated now to avoid charges of intentional race and ethnic discrimination in the high schools. This report includes much supporting demographic and enrollment data presented in 15 exhibits. (VM)

ED 285 957 UD 025 755

The Future of Puerto Rico. The Latin American Project. Volume 1, No. 1.

League of United Latin American Citizens, Washington, DC.

PUB DATE- Dec 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; Colonialism; *Cultural Differences; Economic Status; Federal Government; *Political Divisions (Geographic); *Political Power; *Self Determination; Social Action; United States History
IDENTIFIERS- *Puerto Rico

Puerto Rico has been enmeshed in a debate over status within versus status outside the United States since 1898. The 1952 legislation that established commonwealth status for Puerto Rico created a compact between the residents of Puerto Rico and the U.S. Congress that requires the consent of both parties to any future decisions about the political organization of the island. This link makes it imperative that mainland Americans become more cognizant of the history of Puerto Rico and give more attention to the issues and ideas which emanate therefrom. This booklet is an attempt to aid in the advancement of knowledge about Puerto Rico. Four prominent Puerto Ricans have contributed the following chapters: (1) Background Notes on the U.S.-Puerto Rican Relationship (A. Carrion); (2) Statehood--A Question of Rights (L. Ferre); (3) Commonwealth: Puerto Rico's Present as a Prelude to the Future (J. Fuster); and (4) The Case for Independence (F. Martin). Each chapter presents a different stance on the question of Puerto Rico's statehood or independence. Biographical information about the authors is included. (VM)

ED 285 958 UD 025 756

Strecker, David; Vang, Lopao
White Hmong Dialogues. Southeast Asian Refugee Studies Occasional Papers Number Three.
Minnesota Univ., Minneapolis. Southeast Asian Refugee Studies.
REPORT NO.- 86-5
PUB DATE- 86
NOTE- 24p.
AVAILABLE FROM- Southeast Asian Refugee Studies Project, Center for Urban and Regional Affairs, 330 Hubert H. Humphrey Center, 301 19th Ave. South, University of Minnesota, Minneapolis, MN 55455 ($2.00).
LANGUAGE- English; Hmong
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; *Dialogs (Language); Second Language Instruction
IDENTIFIERS- *Hmong

This document presents the scripts of 20 brief dialogues presented as lessons which were developed for an intensive beginning class in the White Hmong dialect. Hmong is spoken by several million people in China, Vietnam, Laos, Thailand, and Burma, and by Hmong living in such countries as Australia, France, French Guiana, and the United States. Included is a key to White Hmong spelling and pronunciation. Each Hmong dialogue is printed alongside its English translation, and is accompanied by a glossary. (KH)

ED 285 959 UD 025 757

Mason, Sarah R.
Training Southeast Asian Women for Employment: Public Policies and Community Programs, 1975-1985. Southeast Asian Refugee Studies Occasional Papers Number Four.
Minnesota Univ., Minneapolis. Southeast Asian Refugee Studies.
REPORT NO.- CURA-86-6
PUB DATE- 86
NOTE- 151p.
AVAILABLE FROM- Southeast Asian Refugee Studies Project, Center for Urban and Regional Affairs, 330 Hubert H. Humphrey Center, 301 19th Ave. South, University of Minnesota, Minneapolis, MN 55455 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Acculturation; Adult Vocational Education; *Asian Americans; Economically Disadvantaged; Employment Opportunities; *Federal Programs; *Females; *Job Training; Labor Market; Program Effectiveness; Public Policy; *Refugees; Welfare Recipients
IDENTIFIERS- *Southeast Asians

This paper evaluates the effect of Federal resettlement policy on Southeast Asian refugee women's employment training programs and describes the extent to which this training contributed to the refugees' economic mobility and acculturation. The report is divided into three major sections. Part 1 introduces the study by discussing its background, purpose and conceptual framework, and data collection methods. Data were derived from a survey of key refugee leaders and resettlement personnel, a pilot study conducted in St. Paul and Minneapolis (Minnesota) (cities with large refugee populations and extensive employment training programs), and a concentrated study of nine additional sites concerning Federal resettlement policy on educational assistance to refugees. Part 2 presents an historical overview of public policy and refugee training from 1975 to 1985. Part 3 describes existing programs providing preemployment training and training for a number of different industries. The study's principal finding is that Federal employment training policy resulted in the training of large numbers of refugees for the secondary labor market. Once entering that market, however, frequent layoffs and low pay caused refugees to move back and forth between jobs and welfare. Most women's training focused on preparation for jobs in industrial sewing, electronics assembly, or the cleaning industry--all jobs involving the lowest skills and the lowest pay. Nevertheless, training programs appear to have helped refugee women acquire confidence and adapt to their new environment by providing a supportive atmosphere. (KH)

ED 285 960 UD 025 759

Gap between Rich and Poor Widest Ever Recorded: Poor Grow Poorer.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- 17 Aug 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Economic Change; Family Income; Hispanic Americans; Low Income; *Minority Group Children; *Poverty; Unemployment

This report analyzes recent Census data on poverty and income for 1986. While the poverty rate declined slightly in 1986, it remained at an unusually high level for the fourth year of an economic recovery, and minority poverty rates remain far higher than those of the general population. The poor grew poorer in 1986, and the gap between rich and poor families--and between rich and middle class families as well--reached its widest point in at least 40 years. The data show that 13.6 percent of Americans were poor in 1986, a modest improvement over the 14 percent poverty rate for 1985. However, the 1986 poverty rate was higher than that for 1977 and 1980, although unemployment was at nearly identical levels in all three years. Some 41.5 percent of all poor people aged 15 and over worked in 1986, equal to the highest percentage since 1968. While poverty among children edged down from 1985 to 1986, it remains far above the levels of the 1970s. Poverty rates remain particularly high for minority children. The poverty rate for the elderly was 12.4 percent in 1986, the same level as in 1984 and marginally below the 12.6 percent of 1985. The 1986 Black poverty rate was slightly lower than that in 1985, but the number of Blacks living in poverty increased. The Hispanic poverty rate showed a more significant decline from 1985, but this masks the longer trend in which Hispanic poverty rates have been rising. Poverty measures that include the value of non-cash benefits demonstrate that poverty has risen much faster in recent years than the official measure of poverty indicate. Eight graphs and tables are included. (KH)

ED 285 961 UD 025 760

Ascher, Carol; Schwartz, Wendy
Keeping Track of At Risk Students. ERIC Digest Number 35.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 5p.
CONTRACT- OERI-400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - General (140) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Definitions; *Dropout Characteristics; Dropout Prevention; *Dropout Rate; Educational Assessment; Educational Trends; *High Risk Persons; High Schools; Identification; Junior High Schools; Record Keeping; School Effectiveness; *School Holding Power
IDENTIFIERS- ERIC Digests

Determining how many students drop out of school and why they leave is not easy. The definition of a "dropout" varies from school district to school district, and the mobility of students makes counting them accurately nearly impossible. In an effort to define dropouts in a way that can be applied uniformly across the country, a checklist has been devised which specifies eight common categories of students who can be described as dropouts. Equally important, specifications are given for students who should not be considered dropouts, such as truants, transferees, and returnees. Large margins of error occur in the national dropout rate because of widely varying ways of calculating dropout data. It is necessary to accept and apply uniform methods of defining dropouts and determining the dropout rate. Another area of concern is the identification and monitoring of students who are most at risk of dropping out of school. Offering these students special programs early in their school careers has proven helpful. Monitoring in terms of attendance, testing, and educational history will help to ensure positive progress for students as they proceed through school. Effective systems for identifying dropouts and at risk students are necessary for the accurate measurement of national educational progress. (VM)

ED 285 962 UD 025 762

Banks, Ivan W.
The Vanishing Black Family: Myth or Reality?
PUB DATE- 12 Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the National Conference on the Black Family in America (14th, Louisville, KY, March 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Black Culture; *Black Family; Blacks; *Cultural Differences; Extended Family; *Family Structure; *One Parent Family; *Parent Child Relationship; Parent Role; Social Change

Recent media reports have characterized the black family as vanishing and being replaced by institutionalized chaos, indifference, and "benign neglect." Journalists point to the high rate of teen pregnancies and the increased proportions of black families headed by single women, and describe black men as having little regard for the role of fatherhood. To rebut these myths and superficial portrayals, a study of black youngsters' perceptions of family relationships and responsibility in sexual behavior and early pregnancy was conducted. Questions were included to provide a basis for assessing the actual family structures that exist in the black community. Data were collected on 207 low income black students between the ages of 14 and 21. The findings suggest that subjects do reside more frequently with mothers, and consistently regard relationships with mothers as being more positive than with fathers or siblings. Nevertheless, the same data also reveal that strong, positive relationship continues to exist with fathers, even when the fathers are absent from the home. Other data support the observation that strong extended family networks persist in the black community. The black family is not vanishing; rather, the black family may be best understood as an integrated model which incorporates contemporary family patterns of single-parenthood with ancestral patterns of the extended family. It is therefore inappropriate to use a nuclear family model to evaluate or make judgments about the black family or to design government services for same. (KH)

ED 285 963 UD 025 763

Zeuli, John S.; Floden, Robert E.
Cultural Incongruities and Inequities of Schooling: Implications for Practice from Ethnographic Research? Occasional Paper No. 117.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 87
NOTE- 24p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Classroom Communication; Cultural Awareness; *Cultural Differences; *Educational Anthropology; Ethnic Groups; *Ethnography; Higher Education; Learning Problems; *Research Utilization; *Teacher Education; Teaching (Occupation)

Schools have been accused of being insensitive to students' cultural backgrounds, and thus of failing to serve some populations because instruction and curricula are designed for middle class children. But teachers should be cautious about applying the findings of ethnographic studies which address this problem. Although ethnographic studies sometimes reveal ways in which cultural incongruity contributes to inequity, the existing research does not imply that teachers should always promote cultural congruity. For example, Au and Jordan's well-known study demonstrates how cultural differences hindered the learning of Hawaiian students, and how the improvement of classroom communication fit better with student background increased learning. But it is difficult to extract implications for preservice teachers from this study, and there is apparently no straightforward link between research studies and teachers' classroom practice. Furthermore, there are substantial costs in making curricula continuous with students' everyday lives. The examination of analytic studies of everyday experience, learning theory, and empirical studies in science education reveals that attempts to connect curricula to everyday life can impede students' understanding of disciplinary concepts and may restrict their range of vision. Ethnographic studies can have value in helping future teachers to reflect on how their actions are culturally influenced and how individual differences do not imply deficiencies, but prospective teachers need intellectual tools and adequate practice to profit from ethnographic research. (KH)

ED 285 964   UD 025 764

Goertz, Margaret E.; And Others
School Districts' Allocation of Chapter 1 Resources. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 87
NOTE- 215p.; For related document, see ED 282 309.
CONTRACT- 400-85-1030
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; Federal Programs; *Resource Allocation; *School Districts; State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report based on data collected from 17 school districts in eight states throughout the country, examines how local school districts allocate Chapter 1 and related resources to public school and private school students and describes the distribution of Chapter 1 resources. The report is organized into eight chapters. Chapter 1 presents an overview of the study and summarizes major findings. Chapter 2 presents the conceptual framework and the methodology used to collect information. Chapter 3 examines the composition of chapter 1 budgets and the impact of changes in Chapter 1 allocations on the portion of the budget devoted to instruction and administration. Chapter 4 describes the mechanisms that school districts use to determine the breadth and intensity of Chapter 1 instructional services. Chapter 5 shows how districts distribute resources across Chapter 1 schools and relates the distribution of Chapter 1 resources to the economic and educational characteristics of participating schools. Chapter 6 describes how districts allocate Chapter 1 resources to private schools and the impact of the Felton decision, prohibiting delivery of chapter 1 services on the premises of religiously-affiliated nonpublic schools, on these policies. Chapter 7 examines the interaction of Chapter 1 and other special needs programs. Chapter 8 contains the major conclusions of the study and implications of the study's findings for federal policy. The major finding was that the

districts sampled employ a wide range of Chapter 1 services and exhibit considerable variety in the way they allocate Chapter 1 resources, and the factors which account for this variability are enumerated. (KH)

ED 285 965 UD 025 765

Farrar, Eleanor; And Others
State and Local Administration of the Chapter 1 Program. Volume 1.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Dec 86
NOTE- 166p.; For appendix volume, see UD 025 766.
CONTRACT- NIE-400-85-1017
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; *Compensatory Education; Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; Federal Programs; *Federal State Relationship; Program Implementation; Resource Allocation; School Districts; *State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report presents findings from a study of state and local administration of Chapter 1 of the Education Consolidation and Improvement Act. The report is divided into six chapters. Chapter 1 presents an overview of the history of Title 1/Chapter 1 and the major conclusions of the study. Chapter 2 describes current administrative practices and changes in practices at both the state and district level. Chapter 3 explores factors influencing administrative practice. Chapter 4 describes how select administrative policies are interpreted and carried out, noting especially state influence on district practice. Chapter 5 examines the effects of state administration on compliance and program improvement and the contributions of Chapter 1 administration to program operation. Chapter 6 discusses trends in state Chapter 1 administration and possible options for Federal action. The major conclusion is that, since the law went into effect, state administrative structures have not been transformed, but considerable differences between states are seen, and emphases and activities are changing. By and large, states have not shifted from regulatory compliance to quality programming. Chapter 1 school and student selection requirements are reportedly well-implemented in school districts. The connection between administrative requirements and the quality of Chapter 1 programs has not been established and the contributions of evaluation and parent involvement requirements to Chapter 1 programming depend in large part on district influences. (KH)

ED 285 966 UD 025 766

Wilber, Nancy R.; And Others

State and Local Administration of the Chapter 1 Program. Appendix Volume: Issue Summaries and Methodology.

Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Dec 86
NOTE- 144p.; For Volume I, see UD 025 765.
CONTRACT- NIE-400-85-1017
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; Compensatory Education; Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; Federal Programs; *Federal State Relationship; Program Implementation; *Public Policy; Resource Allocation; School Districts; *State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The second volume of a two-volume report on state and local administration of Chapter 1 of the Education Consolidation and Improvement Act, this document summarizes the federal policy issues behind the data reported in Volume 1. These summaries are based on the federal framework, previous research, and study findings. The issue summaries comprise four major categories: (1) funds allocation policies (comparability, targeting student and school eligibility and selection, the supplement-not-supplant requirement, and maintenance of effort); (2) program design policies (evaluation, parent involvement, size, scope and quality, and needs assessment); (3) state administrative practices (monitoring, auditing, technical assistance, application approval, and rule making); and (4) special topics (nonpublic schools, and carryover funds). In addition, the report presents a methodological note on sample selection and data collection and analysis. (KH)

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